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AUTHOR Worzbyt, John C.
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ABSTRACT

This monograph is designed to assist individual schools to plan for, organize, implement, and manage their own elementary school guidance programs. Those school districts supporting a centralized team planning approach to program development will also find the monograph useful, but may wish to adapt some of the suggestions to fit their own organizational structures. For those school districts already having elementary school guidance, the monograph can be of assistance in providing suggestions for program review, reorganization if it is desired, expansion, and evaluation. And to the guidance counselors themselves, who often have the primary responsibility of insuring for an effective guidance program, the monograph will surely prove to be a useful resource. Chapters deal with all aspects of guidance program development, including needs assessment, planning and organization, program implementation, and program evaluation. (Author)

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ELEMENTARY SCHOOL GUIDANCE

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Program Planning, Organization and Implementation

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John Christopher, *Director*

Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126

Appreciation is expressed to the Carlisle
School District, Carlisle, Pennsylvania

Harold North
Superintendent
of Schools

J. Wesley James
Director
Pupil Personnel Services

WRITER: John C. Worzbyt
Indiana University
Indiana, Pennsylvania

EDITOR: Richard D. May
Pennsylvania Department
of Education
Harrisburg, Pennsylvania

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HOW TO USE THE ELEMENTARY SCHOOL GUIDANCE MONOGRAPH

Elementary school guidance programs, if they are to function effectively, must meet the needs of those individuals they serve, and complement the unique characteristics of the school and community where they live. To accomplish this end, program planning and management must be an integral part of the guidance process.

This text recognizes the importance of developing a continuous K-12 guidance program. It supports the notion of district wide team planning coordinated through the efforts of a director of guidance or supervisor of pupil personnel services. It also recognizes the great advantages that may accrue to a school district that encourages and supports guidance counselors and pupil personnel workers functioning as a team. For example, central planning and budgeting strengthens leadership and enhances security in team members. Teaming provides opportunities for members to share with and gain from each other, skills and understandings that otherwise might not surface. In addition, teachers and children also benefit from having readily available personnel with diversified areas of expertise from which to draw when needed.

A great many school districts, however, are still in the process of developing their guidance programs and lack the benefits of district wide team planning. They will be relying heavily on their teaching staff and elementary school guidance counselors to assume the major responsibilities for organizing and managing elementary

school guidance programs in their own school buildings.. For an elementary school to forego the development of an elementary school guidance program merely because the district lacks a highly organized central team planning structure makes little sense when the services provided by such a program are desired and can be effectively utilized to benefit children.

Therefore, the focus of this monograph is designed to assist individual schools to plan for, organize, implement, and manage their own elementary school guidance programs. Those school districts supporting a centralized team planning approach to program development will also find the monograph useful, but may wish to adapt some of the suggestions to fit their own organizational structure. For those school districts having elementary school guidance, the monograph can be of assistance in providing suggestions for program review, reorganization if it is desired, expansion, and evaluation. And to the guidance counselors themselves, often having the primary responsibility of insuring for an effective guidance program, the monograph will surely prove to be a useful resource.

The monograph has been divided into six chapters beginning with "Elementary School Guidance and the Educative Process." The purpose of this chapter is threefold: First, it serves to establish a point of view regarding the relationship which exists between effective education and guidance in the elementary school; second, a sound philosophy and rationale for elementary school guidance is

presented in support of that point of view; and third, the meaning, purpose, and program of guidance at the elementary school level is discussed.

"The Institution Takes a Self Examination" is the theme of Chapter Two, the purpose of which is to assist the school in a self study process. The self study is an important step in preparing for an elementary school guidance program because it enables the school to take a critical look at itself (educational philosophy, educational goals, academic program, and program successes and weaknesses), determine its needs, reevaluate its goals, and establish new goal priorities in response to those needs. Armed with a thorough understanding of self (the institution) and the nature of elementary school guidance (its philosophy, purpose, and goals), the school is assisted in determining whether or not an elementary school guidance program could play a significant role in meeting the needs of children and achieving the educational goals of the system.

Chapter Three, "Planning for an Elementary School Guidance Program," begins where Chapter Two stops. The school and community are guided in their efforts to prepare and make ready for an elementary school guidance program.

The school community's responsibility of organizing and implementing an effective, developmental, elementary school guidance program is contained in Chapters Four and Five. The reader is first introduced to the organizational structure of an elementary program

with its guidance services, dimensions, functions, and program elements. Following an understanding of why and how the organizational structure functions as it does, a two-phase program implementation process is introduced. Phase I is primarily designed to acquaint the guidance counselor with the various publics of the school community and to prepare these publics for involvement in the guidance program. Phase II introduces procedures and activities selected to encourage and involve school community participation in the elementary school guidance program.

The evaluation of school guidance programs has traditionally been a most neglected area of involvement, yet vital to the support of effective guidance programming. Effective programs soon lose their effectiveness without the support of evidence that guidance is in tune with and responsive to the ever changing needs of those it serves. Recognizing the vital importance of evaluation to the success of any guidance program, Chapter Six, "Evaluation of Elementary School Guidance Programs," explores the many uses of evaluation data, outlines steps in conducting an evaluation, explores three major approaches to evaluation, introduces different types of data to be reported, and discusses the qualities of a comprehensive evaluation program.

The monograph, as it has been presented, is thus a guide offering suggestions, possible procedures, a variety of techniques, and numerous activities which have proven to be useful to others in meeting those ends for which the monograph is intended. It is not a cookbook full

of recipes to follow nor would this approach be advisable. Just as school districts have varying needs and support differently stated philosophies, they too will choose varying approaches and assume different postures in translating their goals into reality. In essence, the theme running throughout the entire monograph is that the human element is very much a part of program planning, organization, and management and should be supported, not discounted.

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CHAPTER I

ELEMENTARY SCHOOL GUIDANCE

What is elementary school guidance? To answer this question by outlining guidance activities or listing guidance services would be an endless task; there are just too many activities and services and too many variations in schools, teachers, parents, and children. It makes more sense to examine elementary school guidance not in terms of its characteristics, but in relation to its educational value to the school system since that is how it will be judged.

The Goal of Education

Elementary school guidance, as with other programs, takes on meaning in a school system which recognizes its purpose for being and has a clearly stated mission which it strives to attain. The school's mission and what it views as the central goal of education should be synonymous. Van Hoose (1975) states that "The goal of education in a free society is to enable youth to acquire the skills and understandings to be competent and responsible people" (p. 27). Participants of the 1970 White House Conference on Children state the goal of education in yet another way when they say:

The right to learn is the goal that we seek for the twenty-first century. We want for our children a range of learning opportunities as broad as the unknown range of their talents. We want our children to know themselves and, secure in that knowledge, to open themselves to others. We want to have freedom, and the order, justice, and peace that the preservation of their freedom demands (p. 75).

Regardless of the manner in which they are stated, these goal statements seek to develop moral beings with purposes and loyalties which are valuable to the individual and society.

If these educational goals, or ones like them, are to be realized, it will be necessary for the schools to:

1. provide opportunities for every child to grow, learn, and live creatively, and
2. redesign education to achieve individualized, humanized, child-centered learning (1970 White House Conference Report).

The order is a big one, but it can be filled, not by one person, or two, or three, but by an educational team whose members have diversified backgrounds and skills which complement each other. It is as a member of the team, composed of parents, teachers, educational specialists, administrators, and school board members, that the elementary school guidance counselor functions.

Philosophy of Elementary School Guidance

A developmental elementary school guidance program is concerned with assisting the school to achieve its educational goals. It too strives to build an educational system that will develop moral beings with purposes and loyalties which are valuable to the individual and society.

Elementary school guidance programs recognize the unique nature of children; the necessity of meeting their individual needs; and the

importance of providing a humanized, child-centered learning climate. While elementary school guidance programs are committed to and support the teaching of academic skills such as reading, writing, and arithmetic, they also support the contention that it is equally important for children to acquire psychological understandings and self knowledge.

The elementary school guidance program approves of and supports all educational experiences which contribute to the growth of effective learning. Effective learning may be defined as changes occurring in the individual or the environment which fulfill human needs and help to make that person more capable of dealing adequately with the environment. The learning process is personal and unique to the learner. What is learned, how it is learned, and the product of learning is affected by the learner's perceptions of self and the surrounding world.

The central focus of elementary school guidance programming is to involve the total school-community in ". . . building whole new worlds for children to live in" (Faust, 1970, p. 107). The developmental elementary school guidance counselor accepts the position that designing effective learning climates for children is the most effective way to individualize; humanize; and stimulate meaningful, purposeful, and relevant child-centered learning experiences.

Guidance is also a developmental continuum. It is for all children at every age and stage in their development. It views all children as unique in their own right, possessing worth, dignity,

and love. It strives to help children accomplish tasks that will lead to cognitive, affective, and psychomotor development. Above all else, elementary school guidance recognizes the need for children and adults to become critical thinkers, to be able to communicate their wants and needs to others, to become skilled at processing information, and to develop the capacity of making responsible decisions for self and society. While these skills and processes develop and mature over many years, they continue to serve each of us and the environment at every stage in our development. Guidance is, therefore, a now process with continuous long range cumulative benefits to be utilized over a lifetime.

Rationale for Elementary School Guidance

Research supports the contention that what happens to elementary school children during their early years of development will have a marked effect on their coping behaviors in later life. If we want to provide children with opportunities to grow, learn, and live creatively, we must pay attention to the full range of environmental and hereditary factors affecting the teaching-learning process.

Benjamin Bloom's (1956) longitudinal research on intelligence indicates that the environment, in addition to heredity, is a significant factor in determining the educational achievement of children. He states that approximately 80 percent of a child's intellectual growth takes place during the first eight years of life, with the

remaining growth being completed by age seventeen. Since the period of most rapid growth takes place during a child's early years of development, environmental experiences during those years are most critical and should not evolve by circumstance alone.

The writings of Havighurst (1952 & 1953) and Maslow (1954) further support the contention that what happens or fails to happen to children developmentally during their early years will more than likely determine life long attitudes toward learning and assist or deter children in the acquisition of skills, attainment of goals, and evolution of satisfactory attitudes toward self and society. Thus, children's perceptions, experiences, and interactions with others, when added together, will either contribute to the development of adequate, success oriented individuals, or will produce ones who will come to view themselves as failures and worthless human beings.

Knowing what we do about the complex nature of children, a school system which purports to meet the needs of children through a strictly academically oriented program, gearing all learning around curriculum packages which have not changed with the times, is restricting the world of the child to a less than adequate experiencing of self. If the school is to contribute to the growth and development of children, then school personnel must view children as children; they must be able to identify what behaviors children need to develop; and they must recognize what effect environmental conditions (physical and psychological) have on the teaching-learning

process.

While it is true that teachers play an important role in developing healthy competent individuals, they cannot do the job alone. Van Hoose (1975) cites several limitations which he believes render teachers ineffective with some aspects of child development. He states that such factors as traditional concern with academic learning, school policies, and closeness to institutional goals and standards may limit teacher effectiveness in aiding children with personal developmental concerns. Furthermore, Van Hoose (1975) indicates that most teachers are not trained mental health specialists, are unaware of the personal needs of children, and approach instruction as a cognitive process giving limited recognition to personal learning that is so important in developing healthy personalities.

An elementary school guidance program is designed to assist the school community in addressing the full range of variables affecting the teaching-learning process, from meeting children's needs to creating new growth producing learning environments for them. The elementary school guidance counselor has knowledge and understanding in such areas as child growth and development, human learning, group dynamics, and self concept development, and has the necessary skills and expertise to assist teachers, administrators, and educational specialists in managing the broad range of the teaching-learning spectrum. The guidance counselor may also be of assistance to school personnel in coordinating team planning efforts which utilize

the capabilities and strengths of other school specialists and community resource people in tackling those situations which call for their collective participation.

With all that has been said about the importance and complexities associated with providing the right kind of education for children, is it any wonder that the ever expanding research, educational technology, increasing body of knowledge about human growth and development, and new teaching approaches have far surpassed the capacity of any one educational generalist to keep abreast of all that is new pertaining to the teaching-learning process. The day of the educational generalist is a thing of the past. We have moved into an age of specialization. Elementary school guidance, as a specialized field in education, has a place in today's schools and will remain there for as long as it contributes to providing quality education for all children.

The Elementary School Counselor and the Educative Process

"The central function of elementary school guidance is to enhance and to improve the learning environment of the school so that each pupil in the elementary school has an opportunity to learn to the best of his capacity" (Munson, 1970, p. 38). An effective elementary school guidance program seeks to create learning environments which encourage children to understand themselves, to develop satisfying peer relationships, to accept personal responsibility for their own behavior, to understand

the world of work and education, to make decisions, and to develop sound values and high ideals.

In helping to create effective learning environments, one role of the elementary school guidance counselor is to identify school practices and obstacles which inhibit the freedom to learn and devise ways of removing them. This person acts as a catalyst in helping teachers critically evaluate the learning process. Teachers, for example, are encouraged to deemphasize memorization in their teaching practice in lieu of discovery; to move away from educational methods that promote conformity and help children understand and treasure their differences and cultivate their talents; and to promote an educational system which assists children in learning what they need to learn when they need to learn it.

McCully (1965) states that one of the counselor's most important functions ". . . is to intervene in the lives of students and to intervene in the learning environment of the school toward the end of enabling students to learn through experience the meaning of freedom and responsibility so that they can become free and responsible persons" (p. 409). In order to accomplish those ends, "The counselor who becomes an effective functionary in the educative process invests more time in aiding human development than in the tedium of record keeping, testing, and adjustive guidance" (Van Hoose, 1975, p. 30).

The child's classroom is as expansive or narrow as the environment which is utilized in the teaching-learning process. That

classroom, if it is to meet children's needs, must cultivate their independence, individuality, freedom, spontaneity, and originality (White House Conference Report, 1970).

CHAPTER II

THE INSTITUTION TAKES A SELF EXAMINATION

Determining the purpose and need for an elementary school guidance program should precede the organization of one. The general purpose, objectives, and goals of a developmental guidance program can be examined by going to the literature, consulting with counselor educators having expertise in this area, and by talking to school district personnel who are involved in elementary school guidance programming. However, determining the need for an elementary school guidance program is best accomplished through an institutional self examination.

Purpose of the Examination

The purpose of the school's study can be divided into four separate phases:

1. Identify the priority educational-guidance goals of the school.
2. Rank the educational-guidance goals in order of their importance.
3. Determine how effective current educational programs are in meeting those goals.
4. Develop program competency based objectives and activities to meet the priority ranked goals.

Hill and Luckey (1969) state that without agreed upon goals, evidence of their attainment, and critical assessment of program strengths and weaknesses, without all three of these components, it is not possible to plan and operate an educational program with efficiency.

The Climate is Right for the Study

Before a school plunges into any kind of change, it must first come to recognize that a need for change exists. Ideally that recognition should come from those who comprise the school. However, the need is often recognized first by the administrator because of the vantage point which the position offers. The single most important responsibility of the administrator is to create and maintain an effective system. The effectiveness of a school is measured by its ability to identify and meet the everchanging needs of children. A school which subscribes to this posture will always be in a continual state of purposeful change and growth. The administrator's role is to encourage teachers, parents, school board members, students, and concerned citizens to come forth with their own observations and suggestions in helping to promote an effective system.

In essence then, three conditions should be present in preparing for the self study:

Condition 1: The school community must first recognize that a need for change exists. A concern exists which suggests that the school's effectiveness is not what it could be in meeting the needs of its children.

Condition 2: There is an expressed commitment on the part of an identified nucleus of school/community personnel to involve themselves in a preliminary study for the purpose of determining the need for change.

Condition 3: The administration is totally committed to and is

ready to provide support in the self examination.

Administrative support can be demonstrated by:

1. providing necessary work release time to conduct the study.
2. providing financial support to bring in consultants, purchase materials, and employ staff.
3. encouraging and making it possible for school visitations, and travel, where necessary, in securing needed information that will be of use to the committee conducting the study.
4. having administrators actively participate in the evaluation process.

Formation of the Guidance Implementation Committee

Elementary school guidance is a program designed to touch the lives of many people. How these people respond to what they see, hear, and feel will have a direct effect on program support and subsequent survival. Consequently, if guidance programs are to be strong, then strong effective leadership is required. Because of the complexities associated with developing a comprehensive developmental guidance program, diversification in leadership is required. A guidance implementation committee (GIC) can provide the strength, support, and long range planning efforts necessary to basic guidance program development.

Committee Composition

The membership of this committee must reflect the population that will be affected or benefited by the change. Consequently, teachers representing the primary and intermediate grade levels should be members.

Likewise, school board members, administrators, parents, special instructional personnel, and pupil personnel services should also be represented. The group probably should not exceed twelve (12) members for it to be manageable.

Selection Process

Membership may be obtained through induction or selected from a pool of volunteers by an ad hoc interim selection committee. Too often the induction process is used when it would be more advisable to select volunteers who are interested in elementary school guidance and who have and are willing to give the time to committee work. Once the committee has been identified, it may elect its own chairperson.

Committee Responsibilities

Prior to the actual organization of the committee, a guidance counselor, supervisor of guidance services, school principal, or someone close to the project should explain the function of the committee to the volunteers. The GIC should also be presented with an estimated time table and outline of events to be accomplished.

Phase I: Identifying Priority Educational/Guidance Goals

The first task of the guidance implementation committee (GIC) is to identify the priority educational-guidance goals of the school. There is much overlap between guidance and education in that both seek to develop moral beings with purposes and loyalties which are valuable to the

individual and society. This goal demands a degree of sensitivity to the individual needs of young people. While there is overlap between these two forces, there are differences with each providing an important source of information. "Guidance focuses especially upon the individual as a self, his self understanding and his understanding of others in relation to himself. Education focuses especially upon the individual as a member of a democratic society, his understandings of society, its history, traditions, and concepts, and (less centrally) his relationship to that society" (Nelson, 1972, p. 7). Hill (1965), in making a distinction between guidance and education states:

If we seek, then, to distinguish between the teaching and guidance function in schools we can make this distinction between "teaching" for that which society insists children learn, and "guiding" for decision-making in areas in which society leaves the individual relatively free . . . (p. 7).

A distinction between guidance and education has been made since the focus of the task being discussed here is for the school to identify those guidance oriented goals in the educational program which are thought to be most significant by the educational community. The goals selected are ones that the school community feels strongly about and want included in the school's educational program.

Becoming Familiar with Guidance Goals

The guidance literature. One way of identifying guidance goals is to consult the guidance literature. Textbooks, journal articles, and monographs which focus on guidance goals and philosophy provide the reader with an understanding of elementary school guidance in relationship to the needs of children (Appendix A).

The school philosophy. In addition to examining the literature, the GIC should also study the educational philosophy of the school. What are the general laws or principles which the school subscribes to educationally? How did the philosophy evolve? Is it being subscribed to in practice? After carefully studying the school's philosophy, write down the guidance goals which the philosophy suggests.

State and national educational guidance goals. The GIC might also give consideration to those educational/guidance goal statements which have evolved from either state or national task force committee studies on the needs of children. The 1970 White House Conference Report on Children, the 1974 ASCA Role Statement on Elementary School Guidance, and the Pennsylvania Department of Education's Ten (10) Educational Quality Assessment Goals are documents worth considering.

Goal suggestions from the committee. The guidance implementation committee should consider the needs of children and the community and compile a list of guidance goals that it also deems important for the program.

Forming the Guidance Goals List

Once the committee has undertaken a thorough study of potential guidance goals, members of the committee, independent of each other, should compile a list of twenty (20) guidance goals worthy of attainment.

A composite list of goals can then be developed from the individual lists, being careful to eliminate duplicate or similarly stated goal statements. Through group consensus, the top twenty (20) goal statements can be retained for further study in determining their priority.

Examples of Guidance Goal Statements

The following goal statements are representative of ones to be found in many elementary school guidance programs throughout the United States. While these guidance goals address the needs of children, the elementary guidance counselor must also work directly with parents and teachers in meeting some of their individual needs. This will permit them to work more effectively with children.

1. Help children develop thinking, decision-making, communication, and related coping skills.
2. Provide child-related experiences in goal setting, risk taking, choice making, and life planning.
3. Help children develop an understanding and utilization of self.
4. Help children develop healthy, positive self concepts.
5. Help children better understand and more fully appreciate human differences.
6. Help children develop sound values, ethical and moral behavior, and display a sense of responsibility.
7. Help children develop socially and to mature in their relationships with others.
8. Help children develop pride in their work and a feeling of self worth.
9. Help children more fully appreciate and understand the values of a work oriented society.

10. Help children understand and practice skills in family living.
11. Help children explore and more fully develop their use of leisure time.
12. Help children develop an awareness of the skills and practices associated with specific fields of work.

Phase II: Ranking the Educational/Guidance Goals

In Phase II, the members of the GIC are asked to rank order the goal statements arrived at in Phase I according to their educational priority. Prior to the actual ranking, each member of the committee should be given a list of the goal statements to study. Members should be encouraged to discuss the goal statements with the community sub-groups they represent. Approximately two weeks after the goal statement rank order sheets have been received, a meeting of the GIC should be called for the purpose of conducting the independent ranking procedure. Upon completion of the independent rankings, the GIC, working as a group, should strive for mathematical group consensus, thereby arriving at one list of goal statements ordered from most important to least important. The actual ranking procedure can be accomplished by first listing in view, for all to see, the twenty (20) goals to be considered. Each member of the GIC then places his/her rank next to each goal with the point values ranging from one (1) to twenty (20), one being the most important and twenty being the least important. The assigned values of each goal statement can then be added and divided by the number of GIC members in order to

obtain the proper ranking. Goal statements receiving a wide range in assigned point values should be discussed by the GIC in the hopes of clarifying the reason(s) for the wide variance. For the GIC that wishes to take score variations into account in establishing a more accurate ranking, the estimated population variance formula may be used.

Keeping the School/Community Informed

Once the ranking procedure has been completed, a letter should be mailed to each of the community groups being represented by the GIC. The letter should reiterate the purpose for determining the guidance goal statements, how the goal statements were selected, the procedure used for ranking the goal statements, and the results of the ranking, indicating obtained point values and placement of each goal on the list. As the communication is received, opportunities for further input and clarification from school/community groups should be entertained by the committee.

Conducting the Needs Assessment Evaluation

In order to evaluate the effectiveness of the current educational program in meeting the guidance oriented goal statements, a needs assessment program is required. The function of the needs assessment is to evaluate current levels of child performance in achieving the stated goals as compared with desired levels of performance determined

by the school. The needs assessment study is also designed to call attention to areas of child need for which no goal statements may exist. If this happens and the need areas are thought to be critical, then a reprioritizing of the goals may become necessary. However, by first defining the desired goals, as done in Phase I, children's needs become more readily apparent.

The data received from the needs assessment will provide support for the continuation of successful programs and ample feedback for the endorsement of change in programs which are less than adequate.

In conducting a needs assessment program, parents, community groups, teachers, administrators, school board members, and children must be involved in determining what the guidance needs of the system are and the degree to which they are being satisfied.

Focus of the Needs Assessment

The central theme of education and guidance is learning. "Learning is a change in the individual and his environment, which fills a need and makes him more capable of dealing adequately with his environment" (Burton, 1962, p. 13). The effectiveness of an educational program is, therefore, a measure of its ability to foster meaningful learning experiences which enable people to become all that they are capable of being. Learning is a process by which children and adults behave in ways which will satisfy their most immediate needs. Their behaviors are purposeful and are designed to either maintain their equilibrium

and/or enhance their life status. Since learning is the all encompassing process through which needs are met, it should be the central focus of the needs assessment. What is learned, how it is learned, and the importance attributed to what is learned is affected by three distinct, but interrelated aspects of the learning process. The focus of the needs assessment should, therefore, be threefold: to evaluate the needs of children in relationship to the learning process; to assess the curriculum and its ability to meet those needs; and to make a thorough study of the environment in which the learning process takes place.

Evaluating the needs of children. The learner is first and foremost a child with organic, social, and ego needs. Needs may be described as being both developmental and situational in their origin according to Heddesheimer (1975). Developmental needs imply that the human organism grows and develops in sequentially ordered stages. With each stage in development are specific identifiable needs that must be sufficiently met to guarantee passage to the next stage of life. In addition to the generally predictive nature of development are the not so predictable variations which do exist in the growth and development of children. The individual variant needs of children may be described as situational and are attributed to the differences which exist in the social, environmental, and hereditary backgrounds of each child.

The educational/guidance experiences which the school provides must be in tune with the child's needs. Consequently, the assessment process must take the needs of children into consideration in order to provide purposeful, meaningful, and relevant learning experiences.

Evaluating the curriculum and the behaviors to be learned. The behaviors learned by children evolve naturally. They are learned in response to satisfying their developmental and situational needs. A school that is not in tune with those needs more than likely has developed a curriculum which may run counter to those needs and indeed, may create more needs instead of satisfying those that already exist. What is to be learned and the patterning and sequencing of the learning experience must, therefore, be tailored to the maturational development of children. In assessing the behaviors to be learned, the school should be most concerned with the adequacy of the existing program to meet the needs of the children. However, knowing the needs of children is not enough. School personnel must be knowledgeable of the learning process and its relationship to child development in designing an effective curriculum that will meet child needs.

Hill and Luckey (1969) suggest that in evaluating the behaviors to be learned (the current educational program) the following questions should be asked:

1. Does our educational program reach the child in a way developmentally attuned to his process of growing up?

2. Is the educational program integratively adopted to the complexities of his growing organism and its needs?
3. Is our educational program relevantly adjusted to his realities of life and his perceptions of life?
4. Is what is being done in this school adequate? (p. 8)

✓ An assessment of the learning environment. Learning takes place in the context of a social system as complex as any found in society. The physical and psychological environments of the school and school community do affect the learning process. Teachers, parents, children, administrators, educational specialists, and concerned members of the community need to be given ample opportunity to share their feelings and express their needs, desires, fears, and wishes as they relate to educational programming in the school. It is possible to have accurately assessed the needs of children and to have arrived at a program with stated goals, objectives, and activities designed to meet those needs, only to fail because crucial factors or elements within the school/community were not taken into account in the final planning stage prior to implementation.

Designing Needs Assessment Instruments

In evaluating the needs of children, the GIC should categorize the selected goal statements into five dimensions of development which follow:

1. Cognitive Development Goals: skills (thinking, decision-making, communication)
2. Self Development Goals: affective learning, values, self understanding, self assessment, self utilization
3. Social Development Goals: working in groups, peer relationships, understanding others
4. Career Development Goals: world of work, family life, leisure, etc.
5. Physical Development Goals: physical maturation, heredity, and related factors affecting the learning process

The needs assessment instruments are to be developed from the goal priority list since these goals represent in practice the desired behavioral competencies to be achieved by the children. Teachers, counselors, administrators, and parents will need to note specific tasks that children should be able to perform or demonstrate at various levels of development. The degree to which the children are able or unable to demonstrate or perform the tasks will be indicative of the need which still exists in the five developmental areas being evaluated.

Consulting works by Ilg and Ames (1964), Hurlock (1968), Gessell (1946 & 1956), Havighurst (1952 & 1953), Frostig (1966), McCandless (1967), Erickson (1963), and Piaget (1969) as well as others who have written extensively on various aspects of child growth and development will provide the reader with assistance in determining expected levels of behavioral competence in the areas to be studied.

Evaluation instruments used by other school districts, and commercially prepared measurement devices serve as useful guides in the actual construction of survey items. Where possible, it is also helpful to consult with guidance counselors, child growth and development experts, and individuals with statistical knowledge in determining the most effective evaluation devices and procedures to be used.

In addition to devising its own instruments, the school can also make use of existing cumulative folder data like physical examination reports (nurse's office), teacher observation reports, anecdotal records, samples of student work, pupil diaries, standardized test results, previous academic records, home visits, parent conferences, sociometric data, and case studies in determining the degree to which child needs are being satisfied in the five developmental areas.

As the developmental needs of the children become evident, the GIC must then examine the curriculum in terms of what is being taught, how it is being taught, and the purpose being served by various curricular offerings and requirements.

The last phase of the evaluation requires the GIC to examine the conditions of learning in the school. What is the physical and psychological atmosphere of the school? Is it conducive to learning? The physical atmosphere can be easily observed. The GIC should pay particular attention to the quality of lighting, proper climatic controls, adequate space, room arrangement, noise level, and other factors which can contribute to or detract from an otherwise

stimulating educational environment. An assessment of the psychological environment can be determined by conferring with those individuals who are a part of that environment. How children, teachers, administrators, board members, and parents feel about themselves and each other will have a direct effect on the school climate. The needs, concerns, fears, and wants of each of these groups must be heard and treated fairly and with respect. Teacher dissatisfaction over working conditions, parental misunderstanding about school policies and regulations, and community dissent over school taxes are examples of school/community unrest which can disrupt the psychological learning climate of the school. Ignoring these factors will not make them go away. However, workable solutions can be achieved through the cooperative understanding and planning of those involved.

Phase III: Rating the Effectiveness of Current School Programs

Using data obtained from the needs assessment evaluation, teachers, parents, administrators, and board members will have an opportunity to rate the effectiveness of school programs in satisfying the guidance goal priorities established by the school/community as being central to the educational process. The number of individuals from each sub-group to participate in the survey and the manner in which they are to be selected are concerns of the GIC. The important thing to remember is that each community sub-group represented by the GIC takes part in the survey and that a representative sample of

participants is obtained.

Use of the Rating Instrument

One scale that may be used in the rating process has been developed by Dr. Keith Rose and Associates at California State University, Chico, California. Participants are given a descriptive/graphic rating instrument containing the randomly ordered goal statements. An example of a goal statement and the scale to be used follows:

CHILDREN UNDERSTAND AND PRACTICE SKILLS IN FAMILY LIVING															SCORE
EXTREMELY / POOR			/ POOR			/FAIR, BUT MORE /NEEDS TO BE DONE			/ LEAVE AS IS			/TOO MUCH IS /BEING DONE			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Each participant reads the preceding goal statement and then is asked:

Community members

parents, board members,
community representatives

"In my opinion, how well are current
programs meeting this goal?"

or

School Personnel

teachers, administrators,
special service personnel

"How well are my school's current
programs meeting this goal?"

The participants then circle the appropriate number on the scale which most clearly registers their feelings regarding the degree to which school programs satisfy attainment of the goal in question. A description of the scale labels is located in Appendix B.

Upon completion of the survey, the scores for each goal are to be averaged so that separate mean scores for every goal statement are obtained for each of the various community/school sub-groups represented. Once the scoring has been completed, the goal statements can be arranged in sequence according to the needs as perceived by the sub-groups. Goals with mean scores of six (6) or below have the greatest need for attention, while goals with mean scores in the ten (10) to twelve (12) range are thought to be adequately met and, therefore, would not necessarily require additional emphasis.

Analyzing the Results

Analysis of the results will point to some very interesting findings which will enable the GIC to more clearly view how the various school/community sub-groups perceive the effectiveness of school programs in meeting the needs of children. One of the first things to be done is to set up a table for studying the results of the survey. In the first column to the left, place the Phase II goal priority ranking of the guidance goal statements. Remember these goal statements were arranged in sequence from most important to least important in accordance with their worthiness of attainment as perceived by the GIC. In succeeding columns to the right, list the goal need priority rankings of the various sub-groups represented (parents, teachers, administrators, school board members, etc.). In the goal need priority rankings the same goals are sequenced by their

degree of attainment as perceived by the school/community groups. The goals most satisfied (highest mean scores) will come first followed by those which are thought to have met the lower levels of success (lowest mean scores).

In studying the table, compare the goal need rankings of each of the sub-groups. Take note of the similarities and differences in the rankings. It is conceivable that the various sub-groups will not be in total agreement as to which goals are being adequately met by existing programs and which ones are not. It is important for the GIC to determine, to the degree possible, plausible explanations for the differences in ranking among the various groups. Differences in values among the groups, a lack of knowledge about school programs, and faulty evaluation procedures are just a few of the many reasons which could explain the discrepancies. Wide differences in ranking should be discussed. This communication process is important because it brings the school/community together, it can be an informative learning experience, and it can also stimulate more effective ways of keeping members of the school/community informed and involved in the learning process. As groups discuss their rankings and become informed about rankings of others, a greater understanding and a higher degree of group consensus may develop among the various school/community sub-groups regarding their perceptions of school programs and the ability of those programs to meet desired guidance goals.

Elementary School Guidance Program Priorities

The guidance program goals to receive the most attention should be those which are considered most important for children to achieve and yet have the greatest need for attention as determined by the school's needs assessment and program effectiveness evaluations. Guidance goals are thus identified as being of high or low priority with different levels of need ranging from high need to low need. Guidance goals of high priority and high need should thus receive more attention and time than goals of moderate priority and low need. In fact, there may be guidance goals for which too much is being done, suggesting a reallocation of time, a redistribution of budget needs, a redirection in program planning, and a more effective use of staff skills and expertise in serving goals of greater need.

Phase IV: Developing Program Competency Based Objectives

Once the school has identified the guidance goals to be given priority, it is important that the members of the school/community are in agreement that the selected goal statements clearly reflect the needs of the children, that they support the educational and guidance philosophies of the school, and that they reflect the unique characteristics of the community.

The guidance goal statements should then be classified under the five dimensions of guidance as listed in Chapter Two. The guidance goals, under each dimension, should be operationally defined and

accompanied with behavioral objectives to be met in satisfactorily accomplishing the intent of each goal. Strategies for the implementation of each objective should also be clearly stated. Strategies represent the actual procedures, steps, tasks, activities, and school personnel to be utilized in accomplishing each behavioral objective.

The final phase of program development requires the identification of assessment procedures to be used in evaluating the degree of movement toward established goals. Other variables to be considered in program planning are the availability of funds, expertise of school/community helpers, commitment of the school to alter the existing program in meeting the goal priorities, and identification of untapped community/school resources. Phase IV is discussed in more detail in Chapter IV.

CHAPTER III

PLANNING FOR AN ELEMENTARY SCHOOL GUIDANCE PROGRAM

Planning for an elementary school guidance program should begin six months to a year prior to hiring an elementary counselor. During the planning period, the guidance implementation committee (GIC) has many tasks to perform. The first step is to conduct an examination of the institution as described in Chapter II. Following the institutional self study, the committee must learn as much as it can about elementary school guidance for the purpose of determining its potential effectiveness in helping the school achieve its goals, thereby meeting the needs of its children (Appendix C).

Learning More About Elementary School Guidance

If an elementary school guidance program is to be effective, then those who are expected to make use of the services will need to (a) understand them, (b) see a need for them, (c) desire to use them, (d) understand their role responsibilities in relationship to the services, and (e) be prepared to alter their existing roles and functions where necessary so that services can be maximized.

Questions to Ask and Answer

The following questions are examples of ones to be asked by the school/community prior to beginning the data collection process. Questions like these will help guide the GIC in identifying and selectively retaining that information which will be most useful in

conveying the concept of elementary school guidance to school board members, administrators, teachers, and parents.

1. What is the basic philosophy of elementary school guidance?
2. What is the rationale for having guidance and counseling at the elementary school level?
3. What are the objectives and goals of an elementary school guidance program?
4. How does elementary school guidance relate to the guidance and counseling services provided at the secondary level?
5. How does this school's educational philosophy, goals, and objectives mesh with those generally subscribed to by elementary school guidance programs?
6. What services are provided and to whom are they directed (parents, teachers, children, administrators, board members)?
7. What training and skills should an elementary school guidance counselor possess?
8. What are the responsibilities of teachers, support personnel, administrators, school board members, and parents in maintaining an effective elementary school guidance program?
9. What will it cost to finance an elementary school guidance program?
10. What funding factors other than salary and benefits must be considered in planning and maintaining an effective elementary school guidance program?
11. How many teachers, administrators, and children can an elementary school guidance counselor work with effectively in any one setting?
12. What steps, in addition to the ones taken, should be considered by the GIC in preparing for an elementary school guidance program?

Sources of Information

The guidance implementation committee can become informed about elementary school guidance by:

1. visiting area elementary school guidance counselor education programs. Obtain a copy of program statements and working papers describing the role of the guidance counselor and program services.
2. writing to or visiting the Pennsylvania Department of Education. Ask for state prepared program statements, guidelines, and certification requirements concerning the training and preparation of elementary school guidance counselors. Guidance consultants at the state level can also be of assistance in program planning. They may recommend consultants to contact, programs to visit, or suggest useful reading material.
3. visiting school districts which have received state and professional association recognition for their excellent elementary school guidance programs. Talking with elementary school guidance counselors, teachers, administrators, school board members, parents, and children about their program can provide some valuable insights as to the school/community's acceptance and support of elementary school guidance.
4. contacting national, state, and local professional organizations. The professional associations have written statements and position papers on elementary school guidance that may be of use to the school in the development of its own papers. (ASCA Role Statement on Elementary School Guidance, Appendix D)
5. reading journal articles and books on elementary school guidance. The Elementary School Guidance and Counseling Journal is an excellent source. In addition, elementary school guidance texts to be found in Appendix A may be helpful.
6. using filmstrips, films, tape recordings, and related publications on elementary school guidance. See Appendix E.
7. enrolling in an introductory course on elementary school guidance conducted by an area college or university.

The Pre-Orientation Program

Pre-orientation represents that period of time (6 to 10 weeks) in the planning process, prior to the guidance counselor's arrival, when the GIC shares with the school/community (teachers, administrators, school board members, support personnel, and parents) its findings on elementary school guidance. The purpose of the orientation is not one of "hard sell", but merely to inform. With the support of the school board and administration, any one or combinations of the following activities may be utilized by the GIC to bring elementary school guidance, in an interesting and informative manner, to the many diversified publics having an interest in this program.

1. Make filmstrips, pamphlets, movies, books and related resources on elementary school guidance available to the school/community for its use. A guidance resource center could be established as a means of housing and disseminating guidance materials to those who would wish to use them.
2. Invite elementary school guidance counselors (ones who come highly recommended by school districts and/or counselor education training programs) to talk with administrators and school board members about guidance at the elementary school level.
3. Plan and conduct a series of inservice sessions with the faculty introducing them to the various aspects of elementary school guidance.
4. Make arrangements with a nearby counselor education department to conduct an introductory course on elementary school guidance at the school. Inservice or college credit could be offered.
5. Provide the time and encourage staff members to visit selected guidance programs throughout the state.
6. Distribute copies of this monograph as a means of introducing the process involved in planning for and implementing an elementary school guidance program.

Communication is a Two-Way Process

While pre-orientation involves the dissemination of information and ideas to the school/community about elementary school guidance, it likewise must seek feedback from teachers, parents, administrators, school board members, and support service personnel regarding their understanding of and reactions to the concepts conveyed. Provide plenty of time to raise and answer questions and address concerns before attempting to elicit support. Commitment and support will be evident when:

1. the school board, administrators, teachers, and parents recognize the importance of meeting children's needs and feel that an effective elementary school guidance program can serve to insure those ends, thereby increasing the quality of education for their children.
2. the guidance implementation committee continues to be enthusiastic about its findings and heartily supports elementary school guidance, knowing full well that much work still lies ahead.
3. the teaching staff and administration concur with the philosophy, goals, and objectives of an elementary school guidance program and recognize the importance and necessity of their active participation in sustaining a strong program.
4. the board of education is willing to make the necessary budgetary provisions to insure the financial support for such a program.

Program Planning and Environmental Preparation

After program commitment has been established, the school must decide what it wants in a program; it must environmentally prepare itself for that program; and it should establish guidelines to be

followed in selecting the best person for the position. After addressing these tasks, the guidance implementation committee will have completed the final stages of preparation in planning for an elementary school guidance program.

Preparing the Position Paper: The School and Its Program

The guidance implementation committee (GIC) needs to develop a formal statement which reflects the position taken by the school/community in its support of an elementary school guidance program. Its content should consist of the school's guidance philosophy, which in turn complements the educational philosophy of the school; the guidance priority goals which reflect the needs of the school and support its educational goals and objectives; and contains a description of the guidance counselor's role and services to be performed. Position statements developed by other school districts, ideas and suggestions taken from guidance journals and texts, and position statements prepared by professional organizations (ASCA Position Statement on Elementary School Guidance, Appendix D) may be used as resource guides in preparing the document. In addition, counselor educators from the area, state department consultants, and guidance personnel from other school districts can also play significant roles in assisting the GIC to formalize the document in question.

The statement's function is similar to that of a blueprint. It will serve as a building guide, a memory aide, and will help insure

that little has been overlooked in preparing for the program. The position statement should remain flexible at all times, be open to criticism, and include the thoughts of the guidance counselor once he/she has been hired.

Organizing the Environment for Effectiveness

"If the school guidance program is to achieve the outcomes, the impact, and the involvement sought, some attention should be given to organizing for effectiveness" (Nelson, 1972, p. 344). Some points to be considered in organizing for effectiveness are the following:

(a) the number of guidance counselors to be hired, (b) physical location and size of the guidance counselor's office, (c) needed materials and supplies, and (d) budgetary considerations for program support. While basic differences do exist from one school to another dictating variances in the way school policies are handled, there are basic guidelines which any school should take into consideration when planning an elementary school guidance program.

The counselor ratio. While there is no predetermined magic number of counselors to students and teachers, the student/teacher ratio must be manageable if a program is to meet the needs of those it serves. Dr. Harold L. Munson (1970) feels that in initiating an elementary school guidance program, it is unwise to expect a guidance specialist to work in more than one school (500 to 600 pupils with

25 to 30 teachers). To do so is unrealistic and to expect that one person can serve effectively in three or more schools is fool hardy. No one individual can meet the needs of 2,500 to 3,000 youngsters, 100 teachers, and 4 or more administrators and provide the kind of services and expect the kind of outcomes as described in Chapter I of this document. Again, to reiterate, the ratio is not the crucial factor itself. What is crucial is that all children are able to receive the services to which they are entitled.

In response to providing services beyond one's means to do so, Munson (1970) states:

I have encouraged school administrators who could afford only a limited number of personnel to establish the position with reasonable expectations and to expand their program to other schools, adding personnel as such positions are requested and as funds are made available. (p. 287)

In determining which school should receive the services first, the administration should attempt to ascertain which school is ready for the program. Which of the schools desiring the program are eager to participate in the necessary work involved in preparing for it?

The guidance office: size, location, furnishings, and arrangement.

Even though the guidance counselor is encouraged to be visible throughout the building, to spend time in the classroom, to see children on the playground, in the cafeteria, and in the halls, it is important that a special place be set aside for this person to confer with teachers and parents and to meet with children individually and in

groups in an atmosphere of privacy when such times are necessary. The school should give special consideration to office size, location, and furnishings when planning the guidance complex.

1. Office size and location: An optimum office size should consist of approximately 250 to 300 square feet. An office of these dimensions will provide the counselor with work space, an activity center with room to store guidance materials, and sufficient space for counseling.

The location of the office should be in an area of the building that will allow for a degree of privacy and be free from excessive noise. The office, therefore, should not be located near the gym, cafeteria, music room, or playrooms in the school. The location should be one that is convenient for teachers, and away from the administrative complex of offices since children tend to associate proximity and function. If the guidance and administrative offices are located next to each other, children and some adults might have a hard time separating the roles and functions of each. Some children might feel uncomfortable being in the guidance office for that very reason. The most ideal location would be somewhere near the entrance of the building where all can easily locate it. It might also be situated near the primary wing of the building for easy access by the younger children.

2. Office furnishings and arrangement: While what happens in the counseling office is far more important than what is in it and how it is arranged, the following considerations, nevertheless, can help to

facilitate the counseling relationship and process. With respect to furnishings, the guidance office should have a round table large enough in size to accommodate 8 to 10 chairs for adult and child use, a metal storage cabinet (play media and materials), a private telephone, locking file cabinet, adjustable book shelves, two comfortable arm chairs, tape recorder, carpeting, and clock. The room should be comfortably heated, have adequate ventilation, and good lighting. Drafts should be eliminated since many children will play on the floor.

For those institutions operating on a shoe-string budget, many of the furnishings can be provided at low cost to the school if a little ingenuity is employed. The PTA, Goodwill Industries, the Salvation Army, and flea markets are excellent places to start looking for furnishings. The children, guidance counselor, and custodial staff could make a table from a telephone cable spool, chairs from orange crates, tape rug remnants together to form a colorful rug, make bean bag chairs, use colorful pillows to sit on, and make use of children's art projects for wall decorations. A small portable FM radio could be used to provide soft background music to add to that pleasant atmosphere. To make the office attractive and interesting from the outside, the door could be decorated and an interesting sign attached introducing the guidance counselor to the school. A contest might even be conducted to come up with an interesting and informative name for the office.

Schools that are being built today with guidance and counseling

in mind offer a suite of offices. A central room is designed for play with ample storage for play media. Surrounding the group counseling room are offices for individual conferences and a room for the storage of the school's cumulative record files. Plans for an office complex may be found in Richard Nelson's (1972) text: Guidance and Counseling in the Elementary School.

The furnishings should be arranged in a way that communicates liking and affiliation to all who enter. The guidance counselor's accommodations should look more like an activity or conference room than an office. Whenever possible, barriers should be eliminated so that they do not inhibit or impede the counseling relationship. Where the guidance counselor places himself/herself in relationship to others in the room is as important as the arrangement of the furniture.

Office equipment and materials. What the district will be able to purchase in the way of equipment and materials will depend upon the funds allocated for the guidance budget. What follows, therefore, represents items that guidance counselors have found useful in their program activities. Aside from office furniture which has been mentioned, the categories are:

Office equipment: Tape recorder, record player, filmstrip projector, overhead projector

Books: The guidance counselor should maintain a professional library for staff and parent use and a supply of children's books could be purchased through the learning resource

budget and maintained there for wider circulation.

Tests:

The testing program in some schools is funded through the guidance budget. The guidance counselor may wish to purchase some diagnostic instruments for personal use in the school's testing program. While the testing budget may be guidance related, the guidance counselor should not assume the testing program as one of his/her responsibilities.

Audio-visual
Materials:

Filmstrips, slides, cassette tapes, and films are available for rent or purchase. Many of these materials can help to enhance and widen the scope of the counselor's services since these materials can bring guidance into the classroom. Teachers and other support staff can assume the responsibility for their use.

Classroom
Materials:

The guidance counselor should stock a guidance materials center. These materials would be purchased for inclusion into the regular classroom curriculum. Teachers and counselors working in a consulting capacity could discuss needs, objectives, and goals of the total school program. The guidance counselor should also obtain single examination copies of materials for teacher review and use when helpful.

Play Media:

Children often respond with greater ease and feel more comfortable in settings where they are involved. The purchase and use of play media like puppets, design cubes, crayons, paints, clay, blocks, paper, blackboard, chalk, doll house, play school, and other assorted toys, and miscellaneous games, are a must in any guidance program. (Munson, 1970, p. 289)

Funding the elementary school guidance program. If a school is to begin an elementary school guidance program, it must investigate

the cost factors involved. Lloyd Stone (1970) indicates that there are basically five items to be considered. These items may be helpful as a guide in determining the total budget:

1. Salary of the counselor (Masters degree plus certification).
2. Travel expenses of counselor (guidance activities and conferences).
3. Salary of clerical personnel (depending on the size of the school this item may not be necessary).
4. Purchase and maintenance of office equipment necessary to fulfill the function of the guidance program.
5. Purchase of materials and supplies (including library source materials, group and individual test materials, films, filmstrips, etc.).

The guidance counselor should have a minimum working budget of \$500.00 to spend on items 4 and 5 alone each year. The first year of the program will be most expensive since it will have to be built from the beginning. Funds are available for guidance and audio-visual materials to all school districts in Pennsylvania through ESEA Title IV-B.

The Selection Process: Finding the "Right Person"

Hill (1968) states that the identification, selection, placement, and supervision of the staff of any educational program is basic to the success of any program. Such is the case in staffing an elementary school guidance program. Where to look and what to look for are primary considerations of the guidance implementation committee in

searching for an elementary school guidance counselor. Prior to beginning the actual search effort, the committee should review its position statement and in so doing, verbally respond to the following questions:

1. Why does the school desire an elementary school guidance program?
2. What are the desired outcomes for this program?
3. Are the GIC and school/community in essential agreement as to the school's needs, goals, and desired outcomes?
4. Is everyone in essential agreement with the guidance counselor's role description developed by the GIC?
5. What qualifications, personal experiences, and personality characteristics does the committee deem desirable in the person they wish to hire for the position?

The candidate search: where to look. Potential candidates for the position may be sitting right under your nose. Many teachers, to improve their skills, have obtained training as elementary school guidance counselors and have remained in the classroom. Job shortages, lack of mobility, and accrued years of service in the system may have discouraged capable people from fulfilling ambitions to become elementary school guidance counselors.

In addition to considering qualified personnel within the system, names of candidates may be obtained from college and university placement offices. Writing directly to counselor education department chairpersons requesting that the position be posted and that qualified

persons contact the school directly is another way of reaching potential candidates who otherwise might go uninformed about the vacancy. A final suggestion would be to advertise the position through national, state, and local professional guidance association newsletters and placement centers. The American Personnel and Guidance Association and the National Education Association provide excellent services.

Today's job market is quite plentiful with respect to qualified persons looking for guidance positions. The major problem facing most schools will not be finding a sufficient number of candidates to interview, but in deciding which person is best qualified to meet the specific demands and needs of the school.

What to look for: pre-screening criteria. What to look for in a candidate is a most difficult question at best, but nevertheless, one which must be addressed. The guidance implementation committee (GIC) can rely on many sources of data on which to base its decision. Some of these are: letters of reference; application form information; the results of screening data (interview, questionnaires, etc.); college placement folder data; and evaluation of any working papers requested of the candidate (position paper on guidance).

Prior to advertising the position, it is recommended that the GIC determine the evaluation and selection procedure to be used. The committee must decide what information is to be reported and how it

is to be evaluated. It is often helpful to have rating and checklist instruments which contain the most important criteria to be evaluated. The instruments allow for independent evaluation of candidates on the same criteria, help to reduce bias, increase scorer reliability among the committee members, and serve as memory aids in reviewing and comparing candidate qualities and characteristics.

Advertising the position. The guidance implementation committee will be ready to advertise the position once it: (a) agrees upon the necessary qualifications desired of candidates; (b) decides what data is needed for making decisions, how the data will be collected, and the manner in which it will be reviewed; (c) determines what information about the position should be made available to the candidates; and (d) identifies the most effective means to disseminate information about the position to prospective applicants.

Salary, length of working contract, job benefits, role description, and demographic data about the school/community are usually items of interest to those applying for the position. Candidate knowledge of this information is as beneficial to the guidance implementation committee (GIC) as it is to the potential candidates, since decisions to apply or not to apply are often influenced by what is known about the position.

GIC preparation for the interview. The interview provides a limited opportunity for the candidate and the GIC to communicate on a more personal level. The GIC should be concerned with eliciting information from the candidates which reflect their thinking about elementary school guidance. The candidates should be prepared to discuss their philosophical positions regarding the relationship of guidance to education, their views concerning the rationale and goals of a guidance program at the elementary school level, the needs of children, and the role of guidance in response to those needs, and their views regarding a developmental team approach to elementary school guidance. Controversial issues regarding confidentiality, testing, record keeping, the use of behavior modification and related counseling approaches and techniques might also be discussed.

Knowledge of the subject matter, the candidate's position statement on elementary school guidance, competence in oral and written expression, and ease in developing interpersonal relationships represent professional content areas to be evaluated in selecting an elementary school guidance counselor.

Candidate preparation for the interview. The candidates have a professional responsibility to themselves and to the school to be prepared for the interview. Indeed the GIC can learn as much about candidates from the answers they give as from the questions they ask. The quality of responses given, confidence and poise in the interview,

and the ability to occasionally assume the lead in the conversation are traits indicative of a well prepared candidate.

The interview is designed not only to benefit the interviewer, but represents an opportunity for the candidates to capitalize on their strengths in creating the most favorable image possible. Candidates can best prepare themselves for the interview if they:

1. know something about the school/community and the elementary school guidance position in question. Information about the community and position can usually be obtained from the school upon request. Many schools distribute prepared packets containing information about the school and community to those interested in receiving it. An approved visitation to the school with an opportunity to talk with teachers, administrators, and children can also prove helpful.

Benefits:

- a. A request for information and/or a visit demonstrates initiative and a genuine interest in the position and the school/community.
 - b. Some knowledge about the community and the position will enable the candidates to talk more in terms of specifics rather than generalities when questions are asked.
2. have prepared a list of questions to be asked about the position during the interview. Questions like the following would be appropriate:
 - a. What will my job responsibilities be (role expectations)?
 - b. How am I to function in the role (crisis, interventionist, developmentalist, etc.)?
 - c. With how many schools, teachers, administrators, and children will I be working?
 - d. Does the role encourage counselor participation in curriculum involvement, teacher inservice, parent group work, etc.?

- e. How do you feel about guidance counselors functioning in the capacity of disciplinarian, substitute teacher, attendance officer?
- f. How much flexibility will there be in the position to attend conferences, initiate new programs or ideas, and work with teachers and administrators in consultation versus spending the bulk of time working directly with children?
- g. Questions concerning salary, benefits, working conditions, and the program budget should be asked if these items have not been addressed prior to the interview.

The questions to be raised by the candidates will vary with their personal philosophies, personalities, and need dispositions.

Benefits:

- a. The questions asked demonstrate an understanding of the role.
 - b. Having formulated the questions, the candidate should be prepared to answer them as well. Often times questions like the ones raised are asked by the interviewer.
 - c. Candidates who are prepared to ask questions are able to take an active part in the interview as opposed to being always on the defense.
 - d. Candidates who ask questions often learn more about the position and the people with whom they may work than those who do not.
3. develop a position paper on elementary school guidance. The position paper is designed to reflect the candidate's views on elementary school guidance. The candidates are free to explore a number of issues from their personal philosophies regarding the nature of man to describing the theoretical orientations or basis from which they choose to function. The position paper reflects the role of the guidance counselor as viewed by the candidate complete with job functions, goals, and objectives. The position paper is not to be viewed as a rigid document, but as an everchanging

one, reflecting continuous growth in the guidance counselor's conception of the role. The position paper, as a written document, may, or may not, be shared with the interviewer/s. In either case, it is a valuable process in which to engage for the following reasons:

Benefits:

- a. The position paper requires the writer to conceptualize the role of the guidance counselor and to take a stand regarding many unsettled issues which surround the role.
- b. Writing a position paper is a thought provoking process requiring introspection, a thorough understanding of the literature, and a commitment of self to one's values. The guidance counselor who takes the writing of a position paper seriously will face few questions in the interview for which a great deal of thought has not already been given.
- c. The position paper is a demonstration of the candidate's competence in written expression.

Selecting the guidance counselor. Once all the data is in, the guidance implementation committee has the difficult task of determining who will be hired. When the committee begins to make its decision, it should first review the school's position statement on elementary school guidance. The position statement consists of the school's guidance philosophy, guidance priority goals, and a description of the counselor's role. The candidates with the professional qualifications, personality characteristics, personal experiences, and conceptions of the guidance role most in tune with the role expectations of the school should be considered for the position.

Usually the top three choices for the position are requested to

return for a second interview, at which time they are met in small groups by parents, teachers, pupil personnel specialists, and children. Following these small group interviews, it is customary for the candidates and their families to be accompanied by a few members of the GIC on a tour of the school district and community. The success of the guidance program is as much related to the guidance counselor's qualifications as this person's adjustment into the community. Therefore, questions pertaining to health care, recreation programs, proximity to cultural events, climate, etc. are factors to be considered by the candidate and his/her family before accepting a position.

The GIC makes its final selection based on data provided by the candidate, feedback received from the small interview groups regarding their perceptions of the candidate, and the committee's judgment of the candidate's ability to provide the kind of elementary school guidance program desired by the school/community.

The induction process. The responsibility of the school/community to establish an elementary school guidance program does not stop with the employment of the guidance counselor. Anything that can be done by the GIC to ease the induction process should be done. The objectives of the induction process as outlined by Hill (1968) are:

1. to help the new staff member(s) achieve a useable understanding of the philosophy, goals, policies, and procedures of the guidance program and of the school system of which this program is an integral part.

2. to help the new staff member(s) achieve a working understanding of their own roles and functions within the program and within the system.
3. to help the new staff member(s) to become better acquainted with the community, its people, the school patrons, parents, community agencies, and personnel.
4. to begin a systematic process of becoming better and better acquainted with the pupils of the school. (pp. 63-64)

CHAPTER IV
ORGANIZATION OF
ELEMENTARY SCHOOL GUIDANCE PROGRAMS

The central purpose of education and guidance, taken in its broadest context, is to enhance and facilitate meaningful learning experiences for children. Learning is defined as "... a change in the individual and his environment, which fills a need and makes him capable of dealing more adequately with his environment" (Burton, 1962, p. 13). The guidance counselor, in working with parents, school personnel, and children, must therefore be concerned with "... enhancing and improving the learning of the school [home and community] so that each pupil in the elementary school has an opportunity to learn to the best of his capacity" (Munson, 1970, p. 38). Accomplishing this monumental task calls for comprehensive planning which takes into consideration the needs of children, the curriculum (the behaviors to be learned) and the learning environment (the conditions of learning).

The organization of an elementary school guidance program begins with the school's self evaluation in which plans are established and carried out to accomplish the following ends (Chapter II):

1. Identification of the priority educational/guidance goals of the school.
2. Ranking the educational/guidance goals in order of their importance to provide meaningful learning experiences for children.

3. Conducting a school-wide, three pronged needs assessment evaluation for the purpose of ranking priority goals on the basis of need. The evaluation should consist of:
 - a. an assessment of child needs (organic, social, and ego needs).
 - b. an assessment of current educational programs (including the behaviors required of children to learn) designed to meet the needs of children.
 - c. an assessment of the physical and psychological conditions (school environment) of the school which serves to enhance and/or detract from the learning process.
4. Ranking priority guidance goals according to needs.
5. Selecting guidance goals and determining program emphasis on the basis of goal priority and need.

Organization of Elementary School Guidance

Elementary school guidance goals are most effectively met through guidance programs organized according to guidance services, guidance dimensions, guidance functions, and guidance program elements. A brief description of each of the organizational components follows:

Guidance Services

"Guidance services are the formalized actions taken by the school to make guidance operational and available to students" (Shertzer and Stone, 1976, p. 39). The services performed are unique in nature but have overlapping qualities. The services most often associated with elementary school guidance are:

Child study and appraisal service. The focus of this service is to assist parents and school personnel in understanding children and to enable children to better understand themselves. The process of self study leads to self understanding and a more accurate assessment and utilization of one's assets and the ability to cope more adequately with one's liabilities.

The testing service has often been considered a separate service by many writers. However, it is treated here as a part of the more comprehensive and widely conceived child study and appraisal service in which a variety of objective and subjective measures are used to collect and analyze data of a personal, social, educational, physical, and psychological nature.

Information service. "The information service is that part of guidance services devoted to an analysis of the current and future environment of the student with emphasis upon information that is occupational, educational, and personal-social" (Norris, 1972, p. 28). The service is concerned with the identification, evaluation, and preservation of relevant information in all three areas and is designed to assist children in making accurate, purposeful, and meaningful decisions regarding areas of choice which are open to them.

Referral-placement-followup service. This services provides assistance to parents, school personnel, children, and outside agencies in properly placing children in programs (in-school and out-of-school) that will provide opportunities and experiences designed to maximize

their chances for success in life. This service may be utilized in situations regarding grade level placement, school transfer, shifts in school groups, special class placement, mainstreaming, referrals to community agencies, and orientation (maximizing adjustment to new and different environments).

The follow-up aspect of the service is employed as a means of providing a continuous monitoring system for the purpose of measuring program effectiveness in contributing to the individual growth and development of those children referred to and placed in special programs.

Guidance Dimensions

The dimensions of guidance represent a systematic classification of guidance goals organized according to child development needs. The five dimensions, although interrelated, are listed separately for program planning and management purposes.

The dimension of cognitive development. How children think and learn is the focus of this dimension. The guidance counselor understands the nature of variant and deviant learning, has studied the effects of the physical maturation process on one's capacity to learn, is skilled in the use of alternative learning styles, and is prepared to explore new and more promising ways to foster thinking in children. The ability to utilize various thinking operations effectively, make decisions, and process information are examples of cognitive abilities to be

developed in children so that they may fulfill their needs and become capable of dealing more adequately with their environment.

The dimension of physical development. Learning and physical maturation are very much related. Children have physical maturation needs that must be attended to if they are to learn to the best of their capacity. Topics like body imagery, laterality, body in space, visual and auditory perception, physical coordination (hand-eye coordination, large and small muscle development), growth changes, sex differences, sexual identity, role identification, and school readiness are representative of the many facets of physical maturation which are directly related to and have a profound effect on teaching/learning outcomes. Therefore, in developing a comprehensive/developmental educational program, the physical maturation needs of children must be identified, understood, and addressed in every way possible so as to enhance their ability to learn.

The dimension of social development. McCandless (1967) defines socialization as ". . . a learning-teaching process that, when successful, results in the human organism's moving from its infant state of helplessness, but total egocentricity, to its ideal adult state of semi-conformity coupled with independent creativity" (p. 421). This definition concerns itself with a process by which human beings become human as they learn the ways of the culture and at the same time become individuals in their understanding, interpretation, and transformation of learnings into personally unique behavioral outcomes.

Social development, as a dimension of guidance, is thus concerned with the day to day influences affecting this process. Classroom interaction, classroom climate, peer relationships, and teacher-pupil interactions are all aspects of group dynamics having a direct bearing on the socialization process. How children feel about and relate with their peers and teachers cannot help but be a determining factor in influencing what is or is not learned.

The dimension of self concept development. The major focus of this dimension is the child as a person. While this is also true for the other dimensions as well, the self concept dimension insures the fact that we do not lose sight of what guidance is all about; that being to assist children in self understanding and utilization of self for the benefit of self and society.

The counselor may be found helping children to identify and deal with their feelings; assisting them in examining their values; and listening to them talk about their fears, wishes, successes, and failures. This person aids teachers, parents, and administrators in understanding how their own actions influence the child's self concept and suggests ways of helping children develop positive feelings toward themselves and others. Children are encouraged to search for, identify, and create their own unique identities.

The dimension of career development. ". . . career is like motion, a time-extended working out of self" (Teideman in Shertzer and Stone, 1976, p. 340). Children need assistance in identifying fulfilling

roles in their environment. They need to know who they are; what they are; and where they are in relationship to their place in the family, school, community, and the society-at-large.

The guidance program in this dimension focuses on encouraging children to:

1. clarify and expand their understandings of and attitudes toward themselves, their peers, and their families, and
2. broaden their own life perspectives through exposure to and examination of the world of work, leisure, educational and training experiences (Ewens, Seal, and Dobson, 1975, p. 21).

The Guidance Functions

The guidance functions of counseling, consulting, and coordinating form the communication base through which guidance counselors perform their work roles. In meeting the developmental needs of children (the five developmental dimensions), the guidance counselor renders services to children, parents, and school personnel. The successful implementation of these services (child study and appraisal, information, and referral-placement-follow-up) often hinges on the interpersonal relationships which develop and the effectiveness with which the guidance counselor is able to communicate with others. The guidance counselor will be called upon to counsel with teachers and children; to consult with teachers, parents, administrators, and educational specialists; and to coordinate activities, services, and personnel in addressing school/community needs.

Counseling. An effective way of relating with children is through counseling. The counseling relationship is one that exists between a trained counselor and one or more persons who gather for the purpose of being helped to better understand and clarify their views of self so that they can make more meaningful and informed choices in areas where choices are available to them (Stefflre and Grant, 1972).

Counseling is a relationship; it is a process; it functions best in a warm trusting atmosphere; and it serves to help people make self accepting choices. The relationship is one that fosters learning, personal development, and enhances self understanding, all of which when processed, can be translated into a more unified whole and more effective role behavior for the recipient.

The elementary school guidance counselor counsels with children individually and in groups. The focus of the sessions may be on learning to work together, finding out what a friend is, sharing ideas on a special topic, skill development (decision making, thinking skills, communication skills, etc.) and exploring self through values clarification and related experiences.

The counselor is concerned with the normal-variant behaviors of children and utilizes the counseling function as a means to foster self-understanding and promote self-directing behaviors.

Consulting. The consulting function in many ways is similar to counseling. Consultation may be viewed as a process; as a relationship between two parties; and is solidly based on communication and human

interaction. The goal of consultation, as with counseling, is to assist children in their development.

However, differences do exist between the two functions. A major difference is portrayed in the literature. While counseling may be viewed as a direct interaction between the counselor and the counselee, consultation takes place between a counselor and an intermediary (teacher, parent, educational specialist, administrator) who has direct contact with the person or people to be served by the relationship.

Consultation with teachers is usually concerned with improvement and/or enhancement of the teaching-learning process. The contacts may involve the dissemination of information, focus on the learning of desired classroom management techniques, or involve the remediation of a learning or behavioral problem in the classroom.

Coordinating. If the guidance counselor is to manage an effective guidance program, it will require the coordinating ability of this individual to involve the participation of many people working together. The counselor will want to involve teachers, parents, administrators, as well as community related school specialists, in identifying the needs of children, developing guidance goals and objectives, establishing program priorities, and evaluating program effectiveness.

Guidance Program Elements

The program elements of a guidance program represent those activities, techniques, and procedures utilized by teachers, guidance

counselors, and administrators to operationalize program objectives and set the guidance services in motion.

Recipients of Guidance Services

Children, parents, teachers, educational specialists, administrators, school board members, and the community all may benefit from guidance services.

Why the Organizational Structure Works

A guidance program should be organized in such a way that it (a) has an impact on the school; (b) involves personnel of the school; (c) has clearly stated guidance outcomes that are the center of focus; and (d) meets special needs of the system (Nelson, 1972).

A guidance program is sure to have impact on a school, its personnel, parents, and children if the program evolves because it is needed and that need can be clearly demonstrated. Guidance needs can be evaluated by (a) examining the organic, social, and ego needs of children; (b) assessing the current educational program's success in meeting those needs; and (c) by examining the school climatic conditions (physical and psychological) which serve to enhance and/or detract from the learning process.

A guidance program will be equally strong if it encourages the involvement of others. A guidance program is more than one person, office space, or a set of materials. The guidance counselor must

organize for teacher, parent, child, administrative, and community involvement. In encouraging that involvement, guidance counselors must seek to give away their power and expertise (Gelatt, 1971). Power may be given away by letting others share in the planning, decision making, and doing. People respond and learn more effectively when they are motivated. Involvement increases motivation and learning. When this happens, the power is shifted to and shared with others. Expertise is given away when guidance counselors and others share their skills. Teaching other people your skills helps to develop a closer working relationship among people, heightens the impact of helping, and expands the coverage of services.

The effective guidance program is also organized for outcomes. What gets done is more important than what is done. In addition, it is equally important to determine whether or not the outcomes are worth achieving.

A final, but equally important consideration, is that the guidance program be organized to meet special needs. A guidance program will remain relevant, purposeful, and meaningful if it continues to monitor and reflect the needs of children, school personnel, and the community. Guidance objectives should, therefore, always remain tentative so that they may be altered and/or new ones added in compliance with feedback received suggesting ways to improve program outcomes.

How the Organizational Structure Works

The guidance counselor, in sharing power and expertise with others, involves the total school/community in selecting, developing, and organizing the strategies to be employed in operationalizing the elementary school guidance program. Working within the organizational structure of guidance services, guidance dimensions, guidance functions, and guidance program elements, the following steps are employed in preparing the guidance program for action:

1. Organize the guidance priority goals (Chapter II) according to the five guidance dimensions of development.
2. Select the goals that will become the focus of the guidance program. These goals will be selected on the basis of their importance in providing quality education to children and on the feasibility of the school/community to deliver the necessary resources in achieving the desired program outcomes.
3. State the program objectives for each guidance goal selected. The objectives should be stated in terms of results to be achieved and arranged sequentially in the order they are to be accomplished.
4. Indicate what guidance services and program elements (activities, procedures, and techniques) are to be utilized in implementing each of the stated objectives. Be sure to provide step-by-step detailed directions for implementing the objectives.
5. Indicate the names of people who will be providing services as well as those receiving services in achieving each of the guidance goals.
6. Establish an estimated time schedule for attainment of each goal.
7. Establish procedures for monitoring the process and evaluating the worth of goal outcomes in satisfying program needs.

Step five of the procedure calls for additional objectives. Since other individuals in addition to the guidance counselor will be involved in providing guidance services, they too will need to know what their individual roles and responsibilities will be in meeting the needs of those with whom they will be working. Likewise, those receiving services will want to know what the expected outcomes are to be and their respective responsibilities in helping to achieve the desired outcomes.

The guidance counselor, in working with significant others, will utilize the communication functions of counseling, consulting, and coordinating in conducting the school/community's efforts to produce the desired services.

CHAPTER V

PROGRAM IMPLEMENTATION

While parents, school personnel, and children may have some familiarity with elementary school guidance programs, a two-phased orientation process should be implemented in order to maximize the most conducive working relationship possible between the school/community and the newly hired guidance counselor. Phase I of the implementation process is primarily designed to acquaint the guidance counselor with the various publics and to prepare the school/community for involvement in the guidance program. Phase II explores procedures and activities to insure for school/community participation in the guidance program.

Phase I: Preparation for School/Community Involvement

The guidance counselor and members of the GIC have an important role to play in getting the total guidance program off to a good start. The Phase I objectives of the implementation process direct the guidance counselor to:

1. become totally familiar with the school's educational program, its philosophy, goals, and objectives.
2. become acquainted on an informal basis, with children, parents, teachers, administrators, and school board members.
3. meet with the school administrator to discuss the guidance counselor's role and begin making plans for introducing the guidance program to the school/community.
4. introduce the elementary school guidance organizational

structure (services, dimensions, functions, and elements) to the school/community.

5. conduct an informal assessment of the school/community's understanding of the guidance program as it has been presented. It is important to reemphasize in Phase I that the school/community has a major role to play in shaping elementary school guidance. The purpose of Phase I is not to dictate a program, but to communicate the organizational structure of the guidance program and what it means for program implementation and management.

Phase I should begin approximately two or three weeks prior to the beginning of school. During this time, the guidance counselor can become familiar with the school's educational program, the facilities, and meet with the principal to discuss the guidance program.

The School Building and its Facilities

The elementary school guidance counselor should become familiar with the school building and its facilities. A knowledge of both will enable this person to work more effectively with children and the staff. The guidance counselor can accomplish this task by:

1. becoming familiar with the building. Locate offices, classrooms, and available work space. Discover where the guidance office is located in relationship to other offices; its ease of access by children, parents, and teachers; and the probability of maintaining privacy due to location.
2. making a survey of the books, tests, equipment, and supplies maintained by the school. Note storage locations of supplies, determine procedures to procure needed materials, and evaluate the suitability of existing program materials and supplies to contribute to the new guidance program.

3. moving into the guidance office and preparing for its use.

The School Program

Learning about the school's academic program, administrative policies, and basic institutional goals is a must if the guidance counselor is to become a contributing member of the school team. There are many things that this person can do in gaining an in-depth understanding of school practices and procedures.

1. Obtain copies of all policy making handbooks for personal review.
2. Become familiar with the school's curriculum, its purpose, focus, and content.
3. Examine the school's testing program. Find out what tests are being used and for what purposes.
4. Become familiar with the pupil record system. What is the school's policy regarding the collection, maintenance, use and release of pupil record data? Does the school have a handbook that outlines the school's policy?
5. Examine the cumulative record folders and standardized test score results of children in the school. What is the overall achievement record of the school? Is the school satisfied with the students' academic progress?
6. Request a copy of the school's needs assessment (institutional evaluation). What are the needs of youngsters as viewed by the school/community? How does the school's educational philosophy, goals, and objectives compare with the guidance philosophy and role description of the elementary school guidance counselor?
7. Request a copy of the guidance budget. What items are included in the budget?
8. Put together a tentative list of needed guidance program

materials. Discuss the guidance budget with the building principal.

9. Make plans with the principal and the GIC to implement Phase I programming.

Meeting with the Building Principal

Prior to the arrival of students and faculty, the guidance counselor and building principal should meet and plan the manner in which the guidance program will be presented to children, school personnel, parents, and school board members. Other issues to be discussed are as follows:

1. Review the guidance counselor's role and function.
2. Explore each other's respective philosophies of education and guidance.
3. Plan for the organization and implementation of guidance services.
4. Anticipate program needs as they relate to guidance facilities, program materials, budget, monthly inservice programs, and the formation of a guidance implementation committee (GIC) if one does not exist.

It is important for the guidance counselor to develop a close working relationship with the building principal. This individual is responsible for all that happens in the building and must be kept informed about all program needs and developments. The building principal lends early support to the guidance program by performing eight major guidance functions as noted by Shertzer and Stone (1966):

1. Secure adequate numbers of competent counselors for their schools. Essentially this statement calls for

workable student and staff ratios. The guidance literature generally supports the notion of one counselor per building with a maximum of 600 children and 20 teachers as being a manageable staff/student environment.

2. Assure that roles of counselors are defined and that the staff members are able to function in these roles. The building principal lends support to the GIC and guidance counselor in assisting in the development of an acceptable guidance role and then provides additional support in helping the staff function within that role.
3. Provide adequate physical facilities and materials. The importance of this charge was discussed in Chapter III. It takes a budget, physical facilities, and materials to fully support an effective guidance program.
4. Interpret to teachers and the public, the objectives and activities of school guidance. The building principal is a key supporter of the guidance program. The success or failure of an otherwise promising program often resides in this person's hands. The building principal can sell the guidance program by being knowledgeable about it, by recognizing and communicating a need for it, and by sharing expected and desired program outcomes with the school/community.
5. Establish and encourage a school guidance committee to serve as an advisory and policy recommending body. The importance of the guidance implementation committee has been discussed throughout this monograph. In addition to being an advisory and policy recommending body, it helps to insure the involvement of many people in every aspect of decision making.
6. Promote inservice education in guidance for the faculty. Inservice education is an important part of any guidance program. A building principal that supports guidance, creates inservice and planning time to insure for program growth and solidarity.
7. Encourage formal evaluation and improvement of the guidance program. Guidance programs that undergo continuous evaluation, with forthcoming improvements that comply with child needs, will have a positive impact on the growth

and development of children. The building principal who supports evaluations and program improvements paves the way for and encourages school/community participation in this endeavor.

8. Consult with teachers and counselors regarding specific needs and problems. The building principal is indeed a key member of the school guidance team. This is just one more example of the significance of the building principal's role in keeping the school functioning in an educationally meaningful and productive manner. The guidance counselor has an equal responsibility of keeping the building principal informed and involved in the guidance program. Working together, the principal and guidance counselor can make good things happen for children.

Guidance service expectations. While the building principal puts forth a great deal of effort to insure for an effective guidance program, this person should likewise expect to be the recipient of guidance services. The building principal and the school board of education should expect to benefit from guidance services rendered to school personnel, parents, and children, especially when these services enhance the total educational learning experience. The whole educational process is improved when the school climate is conducive to learning and the behaviors to be learned are geared to meet the needs of children. In addition to these overall benefits, the building principal can expect assistance from the guidance counselor in that this person can:

1. serve as a "sounding board" for the principal who has new ideas about up-grading the overall curriculum of the school.
2. serve at times, as a liaison person between principal

and teachers, principal and community, principal and pupils.

3. serve on curriculum and book revision committees.
4. provide information for the administration concerning the social, economic, and academic backgrounds of pupils.
5. provide information for the administrator concerning general and specific school achievements.
6. help organize parent orientation groups.
7. help provide in-service training for faculty and staff.
8. help with the planning of the school handbook.
9. serve as a resource person for information regarding child growth and development.
10. help plan for the development of individual pupil folders and cumulative records (Stone and Peer, 1970).

Involving the School/Community in the Guidance Program

In addition to meeting with the building principal, the guidance counselor should plan to become acquainted with members of the school/community. They too will have an opportunity to become acquainted with the guidance counselor. During the first few weeks of school, the guidance counselor should visit the community (agencies, business, industry, and service organizations) and spend time on an informal basis with teachers, parents, children, and school board members. The time can be utilized in getting acquainted with one another and discussing elementary school guidance and program service expectations.

Meeting with the Teachers

In introducing the guidance counselor to the staff, the building principal should explain to teachers that this person will be spending the first few weeks meeting everyone and learning about the school's guidance needs. The guidance counselor who is assigned to one building will have many opportunities to engage in informal conversation. Contacts can be made with teachers before the day begins, in the teacher's lounge, in the cafeteria, in social contexts, and through regularly scheduled appointments.

As a rapport develops, the guidance counselor can involve teachers more readily in the guidance program through inservice education, small group meetings, seminars, and classroom demonstrations. The focus of these sessions should be on introducing the organizational structure of the guidance program to teachers, discussing guidance program goals and objectives, reviewing first year expectations of the program, and sharing with them, guidance service benefits they can hope to experience as a result of the program.

Guidance service expectations. So that teachers may more fully appreciate the breadth of services possible, the guidance counselor should convey, through a variety of activities and demonstrations, a sample of those service benefits.

1. Consults with and assists teachers in planning programs and activities for children who are experiencing deficits in perceptual motor development.
2. Assists teachers in planning classroom learning

experiences designed to enhance the physical maturational development of children.

3. Conducts inservice programs with teachers on topics dealing with sex role identification, sex differences and learning, school entrance and readiness, and related aspects of physical maturation and learning.
4. Helps teachers examine teaching styles, variant modes of learning, and related techniques for the purpose of accommodating variations in individual styles of pupil learning.
5. Helps teachers explore a variety of thinking skills (observing, comparing, analyzing, criticizing, summarizing, etc.) and relates their importance to the teaching-learning process and the development of critical thinkers. Ways of incorporating thinking and decision making skills into the curriculum are avenues to be explored by teachers and guidance counselors.
6. Conducts research, identifies community resources, and shares ideas and materials with teachers that will benefit their understanding and enhance their approaches in addressing variant and deviant mental processes in children.
7. Provides assistance to teachers in helping them to examine their own values, attitudes, and beliefs and how they affect their judgments about children, classroom interaction, teaching styles, and curriculum.
8. Assists teachers in recognizing the importance of the socialization process in achieving an identity and learning the ways of the culture. Teachers are encouraged to incorporate concepts and understandings about the socialization process into their classrooms.
9. Conducts inservice sessions with teachers on the development of the self concept. Teachers are assisted on how to relate classroom learning experiences and activities to positive self concept development in children.
10. Teachers experience methods and materials that will enable them to more effectively assist children in assessing aspects of their own self concepts.

11. Assists teachers in exploring the meaning of terms like career, career development, career education, and career awareness as they have meaning for the elementary school child.
12. Encourages and assists teachers to incorporate career awareness planning into their curriculum.

Meeting with Children

Since guidance programs exist for the benefit of all children, it is especially important that they understand and become involved in the guidance program. The guidance counselor can begin introducing the program in an informal way by spending time with children, listening to them, and enjoying their company. Whether on the playground, in the cafeteria, in the hall, on the street, no matter what environment, it can be conducive to caring and sharing.

The guidance counselor can learn much about children and their view of the world by encouraging them to discuss their needs, their impressions of school, their likes and dislikes, and their suggestions regarding ways in which their school and home activities could be more personally satisfying.

Talking with children and spending time with them are ways to display caring and a willingness to listen, but the guidance counselor can demonstrate an interest in children in many other ways as well. For example, the guidance counselor can begin by learning the names of children. The task requires little effort, but has a high return value. This person can also recognize children's accomplishments and

provide encouragement through a smile, a pat on the back, a written message, or a telephone call. Children feel good when they are appreciated and their successes are valued by others. A guidance counselor who wants to develop rapport with children and at the same time make them feel a part of the guidance program can go a step further by inviting their participation in the decorating of the guidance office. Let them make a rug or cushions out of remnants, ask for their assistance in planning the guidance program, and have them participate in providing suggestions for giving the guidance office an interesting name, thus conveying the meaning of guidance to kids.

As children become more acquainted with the guidance counselor, more formalized procedures may be used to convey guidance services to children. As teachers are able to schedule time, the counselor can visit the classroom. Several short classroom visits, over a period of time, will be more effective in communicating the desired role to children than the use of long, uninteresting, and often meaningless lectures. Children can become further acquainted with the counselor's role through homemade or commercially produced filmstrips, reading material, participation in small group developmental guidance sessions, using the classroom guidance center, and helping in public relations activities (making bulletin boards, posters, and preparing audio-visual materials).

Guidance services expectations. Children can expect to be the recipients of guidance service experiences in which the guidance counselor:

1. counsels with children who are experiencing frustration or failure because of physical maturation problems.
2. works with children on such related topics as sex role identification and physical/emotional adjustments to normal developmental bodily changes.
3. assists in the referral and placement of children into various programs most suited to their developmental needs.
4. counsels with individuals or groups of children in developing thinking, decision making, and communication skills.
5. assists children in evaluating their learning experiences by bringing into their field of awareness the cognitive and affective dimensions of the learning process.
6. helps children examine their own values and to participate fully in the process of valuing.
7. conducts counseling sessions that focus on developing group work skills, establishing conducive peer relationships, promoting understanding of one's behavior in social situations, etc.
8. provides counseling and guidance sessions that are designed to foster the growth and development of positive self-concepts.
9. assists children in examining their own needs, feelings, attitudes, beliefs, capacities, and values in achieving self understanding and a more effective utilization of self.
10. assists children in the process of directing their own lives.

Meeting with Parents

The guidance counselor who desires a well rounded guidance program with maximum benefit to children will certainly want to include parental participation in the guidance program. Therefore, becoming acquainted with parents and stimulating their interest in elementary school guidance is a must. The inventive guidance counselor will utilize innumerable ways of communicating the guidance role to parents.

One way of communicating with parents about elementary school guidance is through a newsletter which can be mailed to them. The newsletter might contain a brief autobiographical sketch about the elementary counselor; a brief description of the guidance services to be offered; a question and answer section dealing with basic concerns, issues, and points of interest about the program; a want ads column; letters to the editor, and a public relations section. The counselor could also offer services through the newsletter to speak at luncheons, church groups, civic clubs, neighborhood coffees, the PTA, and related organizations about elementary school guidance. A speaker request form could be included for interested groups to fill out and return to the school.

The guidance counselor should become as visible as possible, making every attempt to meet with parents at PTA meetings, school open house, and at social events. The counselor should invite parents to visit the guidance office, encourage their use of the telephone when school visitations are impossible or impractical, and schedule one or two

evenings a week to be at school to meet parents whose work conflicts with school hours.

As parents begin to realize that the school has an elementary school guidance program, more formalized approaches for acquainting them with guidance services may be employed. For example, a slide/tape presentation on the role of the elementary school guidance counselor could be presented with a question and answer period to follow. The guidance counselor could also utilize video tapes or live demonstrations using children to show various techniques, procedures, and activities that are used in the field. Magic circle, values clarification, and DUSO (Developing Understanding of Self and Others) demonstrations are interesting to watch and effectively communicate various dimensions of helping. A similar use of demonstrations with parent involvement is yet another way to initiate parent discussions on the role of the counselor.

As interest builds in the guidance program, parents can be invited to participate on a volunteer basis in a parent advisory council. The council assists the guidance counselor in identifying parent needs, concerns, desire for specific information, and explores possible topics of interest that could be discussed in parent education meetings. Many parents are also interested in volunteering their services to the school. Yet these same parents are often not sure what services they can contribute nor are they aware of the particular needs of the school. The guidance counselor can help parents look at their own

talents and suggest ways in which the school and their children can benefit from volunteer service (Appendix F).

Guidance service expectations. The focus of Phase I involvement is to develop a positive working relationship with the counselor's publics and to suggest ways in which they can contribute to and benefit from an effective elementary school guidance program. The following guidance activities should be conveyed to parents as examples of ways in which they can personally benefit from an elementary school guidance program. The elementary school guidance counselor:

1. helps parents to better understand the relationship that exists between their child's physical maturation and the teaching-learning process.
2. provides assistance to parents by way of literature, suggestions, and group sessions that may enhance their child's readiness for and participation in the learning process at all levels within the system.
3. helps parents to become familiar with the learning process and different modes and styles of learning through demonstrations, information sessions, and the use of materials.
4. helps parents identify community resource personnel having the necessary skills and qualifications to assist children in fully developing their mental processes.
5. explores with parents their approaches to value development in the home and participates with them in examining various methods and techniques that can be used to help children identify and clarify their own values.
6. conducts parent education programs for the purpose of providing information and discussing the family's role in the socialization process.

7. helps parents explore their own needs, concerns, failures, joys, and successes in raising children. Parents may choose to discuss child management concerns related to such topics as discipline, helping children assume responsibility, making decisions, and ways to improve parent-child communications.
8. provides parent seminars on self concept development in children. The guidance counselor can explore ways in which parents can contribute to the enhancement of a positive self concept in their children.
9. introduces parents to career awareness in the elementary school and discusses the importance of their roles as parents in contributing to the career development of their children.
10. forms parent discussion and education groups for the purpose of having them become more acquainted with such topics as sex education, effective parenting, learning disabilities, sibling rivalry, child development, psychological education, behavior modification, play therapy, child study, and helping children deal with death.

Hill and Luckey (1969) find that there is a strong need for counselors to work with parents, indicating that they are receptive, eager to learn, and willing helpers in addressing the needs of their children:

For the most part, parents are eager to learn, especially if they are well taught. They want to learn about the normal growth and development patterns of children, about social and emotional maturing, sibling rivalry and strife, family recreation, nutrition, clothing, values, and standards. They want to know especially about discipline and its relationship to punishment and reward Parents are concerned about helping their child now so that as an adult he can live more successfully than his parents have in a world that is bound to be socially more complex (p. 309).

Meeting the School Community

Schools function best in communities which mutually respect and support one another's interests and goals. The school looks to the community for financial support, for its approval of new and revised programs, and for continued acceptance of existing school practices. Likewise, the community looks to the school in providing quality education for children and in producing citizens who will benefit society. If both groups are to unite and function as a cohesive unit, they must mutually interact with one another, as compared with merely reacting to each other.

As a key figure in the school in helping to develop a positive school/community relationship, the elementary school counselor must first come to know and understand the community. As the guidance counselor becomes more familiar with the community, many ideas will be generated suggesting ways in which the school and community can assist each other in more adequately preparing children to live life more fully, now and in the future.

During the first few weeks of school, the guidance counselor can become acquainted with the work of service organizations such as the Jaycees, Optimists, Lions, Family and Youth Services, public health department, and mental health clinics. A knowledge about these organizations and personal contact with key individuals may later assist the guidance counselor in making parental and child referrals, in securing specialists for inservice workshops and consultative

services, and in providing public relations support for elementary school guidance. In return, these organizations also benefit since their services may become more widely understood and receive greater use by those parents, children, and educational specialists who learn about their programs through the elementary school guidance counselor.

The guidance counselor should make an attempt to become familiar with community businesses and industries. If at all possible, the counselor should visit these places of employment and become familiar with community living standards and economic concerns. The counselor should discuss with community workers their views on education and determine what relationship, if any, they believe exists between the world of work and the goals and aims of education. Find out what advice they have which could make education more purposeful, meaningful, and relevant. Explore with community workers ways in which their talents, skills, and experiences could serve to enhance the learning process, thereby benefiting children.

The guidance counselor can become familiar with the needs of children and the community by talking with the school custodians, nurse, and attendance officer about their impressions of the area and the lives of the people who live there. A ride on the school bus can provide an interesting view of the community. Many bus drivers are also very close to the children and parents whom they serve and have lived in the community for many years. Their experiences and knowledge about the people and the area can be utilized in providing needed

guidance services to the community.

As the guidance counselor comes to know and understand the community, the community in turn will begin to appreciate the school and cooperation between the two will grow. Many industries and business groups fund worthwhile projects, supply needed materials, provide consultants, and generally assist in contributing to the betterment of their community. They will do the same for schools once they recognize the significance of their relationship to the school and the educative process. The school, however, must be willing to take the first step in developing a closer working relationship with the community.

Guidance service expectations. The community can expect to benefit from guidance services by:

1. having children who respect the lives, values, and property rights of others.
2. having children who can communicate effectively with others, process information, think for themselves, and make sound decisions which will benefit themselves and the community.
3. having fewer school dropouts, a lower crime rate, reduced drug and alcoholic abuse, and fewer runaways and suicides from children who have learned to view themselves not as failures and outcasts, but as success oriented individuals with a valued place in the home, school, community, and society.

Phase II: The Elementary School Guidance Program in Practice

If elementary school guidance is to be viewed as a purposeful,

realistic, and meaningful program, one that is to be maintained and supported by the school/community, then many people, not just one person, must become involved in providing the needed services. Only when the guidance program is viewed as an integral part of the total educational process and is shared by all, will it receive the support of all, not just the support of one.

The objectives of Phase II are to:

1. inform the school/community of its responsibilities in maintaining a successful guidance program, and
2. involve and support the school/community in guidance related programming.

Guidance Responsibilities and the Role of the School/Community

An elementary school guidance program can benefit the total school/community, but like anything else, the return is in direct proportion to the input. This section of the monograph will examine some of the ways in which administrators, teachers, parents, children, and the community can contribute to the well being of a successful guidance program.

Responsibilities of the building principal. In addition to the eight suggestions made by Shertzer and Stone (1976), there are other ways in which the building principal can support elementary school guidance:

1. The building principal and the guidance director insure

the integration of elementary school guidance into the total educational program. Guidance is not to be created as a separate subject to be taught once a week in each classroom with the guidance counselor assuming total responsibility for services rendered.

2. The building principal demonstrates support of elementary school guidance by providing positive reinforcement to those who participate in the program. Teachers, like everyone else, need to be encouraged for doing something new and different. They need to be recognized in some way for their efforts. The principal can say thanks for getting involved with a kind word, by participating in a guidance activity with the children, by providing funds for the purchase of classroom guidance materials, and by arranging for media coverage of an exciting program.
3. The building principal clearly understands the major differences between guidance and administrative roles and is, therefore, careful not to place the guidance counselor in situations which lead to role confusion and/or conflict.
4. The building principal handles punitive disciplinary cases, but consults with and involves the guidance counselor in helping these children assume responsibility for their actions, become more effective and responsible decision-makers, and assists them in other ways which will lead to desired changes in behavior.
5. The building principal encourages the direct use of guidance program services by parents, teachers, educational specialists, and the community.
6. The building principal makes direct use of the guidance program and relies heavily on the guidance counselor's expertise in such areas as testing, understanding the needs of children, enhancing school and classroom climates, group dynamics, learning, and child growth and development.
7. The building principal and the guidance counselor work closely together in developing appropriate and effective lines of communication between the guidance program and those who make use of the services.

8. The building principal, with assistance from the guidance counselor, is the spokesperson for the guidance program and communicates program goals, needs, successes, and failures to the school board and the community. The building principal is ultimately responsible for the content and practices of the guidance program.

Responsibilities of the faculty. While teachers should expect to be the recipients of relevant and useful guidance services, they are also the key figures in support of the guidance program and have responsibilities of their own in contributing to its success. Only when teachers and the elementary guidance counselor work together as a cooperative unit can the needs of children be met. Appendixes G & H contain a list of useful classroom guidance resource materials, books and kits that will assist the teacher in assuming guidance responsibilities in the classroom.

Some of the specific guidance responsibilities that teachers can respond to in the classroom are:

1. to organize for involvement in the guidance program.
 - a. plan regularly scheduled team curriculum meetings which involve the guidance counselor.
 - b. schedule two (2) thirty minute consultation periods a week with the elementary guidance counselor.
 - c. arrange the classroom environment for guidance.
 1. plan a guidance interest center on some aspect of guidance.
 2. have a place in the room for guidance materials and their use.

3. maintain a guidance reference file in which materials and ideas can be placed for easy access.
 - d. set a goal to execute two or three classroom guidance projects a semester and plan to involve the guidance counselor.
 - e. organize a teacher guidance committee with representatives from each grade level. Team plan across grade levels. The committee can assist faculty members in becoming aware of guidance materials; plan ways of distributing materials to teachers who would like to use them; and encourage teachers to submit ideas for inservice programs, seminars, workshops, activity periods, and classroom visitations.
2. to identify children's needs and the degree to which they are being met.
 3. to recognize and refer out those children who have special needs that are not being adequately met in the normal classroom setting.
 4. to actively participate in school inservice training programs with a guidance focus.
 5. to participate in developing guidance oriented classrooms and encouraging others to do the same.
 6. to recognize the child as a learner. This suggests that teachers need to know how children learn (principles of learning) and how teaching relates to learning.
 7. to address the question of what a child needs to know in today's society in order to achieve a meaningful and satisfying existence.
 8. to teach children how to think and to tailor the school curriculum in order to encourage and reward independent thinking.
 9. to allow children to explore the realm of choosing, to make choices, to live with their choices, and to evaluate them in light of new opportunities to make additional choices.
 10. to have children participate in decision-making, goal

setting, and risk taking ventures that encourage the experiencing of self.

11. to encourage parents to participate in the education of their children.
12. to stress healthy mental and physical development of children both in words and practice.
13. to maintain a classroom free from undesirable tension and frustration.
14. to create a school environment which stresses what children can do as opposed to reinforcing what they are unable to achieve.
15. to help children cope with their lack of success by helping them to realistically assess their goals in relationship to their skills and abilities.
16. to support elementary school guidance via participation in research oriented activities.
17. to develop skills in collecting, organizing, maintaining, and using data on children in ways that will contribute to staff understanding of children, thereby enhancing their ability to more effectively meet the needs of children.
18. to conduct classroom activities that will promote an understanding and utilization of self.
19. to create an atmosphere of love, trust, and freedom to express one's self and encourage all children to seek help when needed, to ask questions, and to talk about themselves and their world.

Responsibilities of the school board of education. The school board of education consists of lay persons elected to their posts by citizens of the school community in which they live and serve. They are generally recognized by their fellow supporters as citizens

committed to the development and maintenance of quality education. The school board and superintendent of schools are responsible for developing the rules, regulations, and policies which guide the operation of the school and its educational programs. The school board members, while not usually educators themselves, should be committed to learning as much as possible about the school's philosophy of education, its educational objectives, and have some understanding of the educational learning process. These people should be optimistic in their views of the world, innovative, idealistic in thought, and progressive in their actions. They should be dreamers, experimenters, and doers who are willing to take calculated risks as educational planners and agents of change in helping to create child-centered, educationally growth producing, learning centers.

The school board has the added responsibility of becoming thoroughly acquainted with school programs, supporting those worthy of support, and calling for the revision or elimination of those which are not educationally sound.

Some school board responsibilities in maintaining an effective elementary school guidance program are as follows:

1. The board of education should seek an understanding of the elementary school guidance program with regard to need, goals and objectives, and anticipated program outcomes for the first year.
2. Board of education members should visit the school and spend a day or part of a day with the guidance counselor. While one day is a limited amount of time, board members

can begin to appreciate the ways in which the guidance counselor spends the day working with children, parents, teachers, and the building principal.

3. The board of education should ask for periodic program reports. These reports can be obtained by inviting the guidance counselor and building principal to participate in one or two board meetings a year, by visiting the school and talking with those people who make use of the guidance program, by requesting to review the guidance counselor's monthly log of activities, and by reviewing research studies conducted on various aspects of the program.
4. The board of education should require and support an active, ongoing guidance research and assessment program (budget, time, and personnel).
5. The board of education should provide the necessary financial support in order that the guidance program may accomplish its purpose as agreed upon by the school/community.
6. The board of education should encourage inservice education for all school personnel to improve basic skills in the guidance process (Meeks, 1968).
7. The board of education should study the results of guidance assessment studies and be willing to endorse needed program changes within the scope of the budget.
8. The board of education should work closely with the community and especially parents in determining their needs and making provisions, where possible, for the school to implement programs designed to meet those needs.
9. The board of education should actively support and participate in public relations projects applauding school programs which provide useful and needed services to the school/community.

Responsibilities of parents. As parents become familiar with the elementary school guidance program and the scope of its services, they

will soon come to realize that their participation in the program is needed in offering support to their children and the guidance program. Parents give support to their children and the guidance program when they:

1. contribute to the school's understanding of the child. Parents often see dimensions of their children that the school will not see. They are aware of specific needs (physical, social, ego) of their children that the school may only come to recognize after precious time has been lost in addressing those needs. Therefore, parents can provide a service to their children and the school by assisting the school in every way possible in coming to know and understand their children as they do.
2. participate in seminars, workshops, and discussion groups that provide for their increased understanding of child needs and ways of adequately meeting those needs.
3. ask the school for programs and/or assistance in addressing areas of personal need.
4. encourage children to make use of guidance services and participate in guidance activities. They can help children understand the role of the guidance counselor.
5. become involved in public relations activities and projects.

Parents can play a significant role in shaping guidance services and can make services available to others in the community. Parents can learn from and support each other. They can organize and manage their own self-help groups; and they can actively campaign for elementary school guidance by demonstrating the need for and worth of elementary school guidance programs in meeting various school/community needs.

Achieving School/Community Participation in the Guidance Program

An elementary school guidance program belongs to the participants. The focus of the monograph has been to involve the participation of significant others in providing guidance services. An elementary school which has implemented Phase II of program involvement, having informed the school/community of its guidance responsibilities, is ready to begin encouraging participants to assume some of these responsibilities.

Easing the participants into their guidance roles is a process to be carefully and thoughtfully executed. Initially, it is far more important to involve participants in a successful guidance experience than it is to be overly concerned with the magnitude, complexity, overall significance, or lasting effect of the activity. Therefore, it is the responsibility of the guidance counselor and the guidance implementation committee, working in conjunction with those who wish to become involved, to determine a comfortable place to begin. This can be accomplished by examining the guidance priority goals for the year and selecting a goal on which to focus. The goal, its objectives, activities, and procedures to be utilized in achieving goal attainment should be studied. Once the goal has been studied and the program specifically mapped out for implementation, the process may begin.

Those individuals who will be participating in various guidance activities will need to understand the purpose of the activities in response to the goal, be exposed to the procedures to be followed in

implementation, and develop the necessary skills and techniques to implement and monitor the activities. The following four-step training program of OBSERVING, EXPERIENCING, TEAMING, and SOLOING is designed to provide the participants with the necessary experiential levels of involvement to gradually assume full responsibility in those areas of guidance for which training has been received.

Whether the guidance counselor and GIC work with parents, teachers, administrators, school board members, or children, the procedure is essentially the same for involving any participant in an active, but yet non-threatening guidance experience. An example utilizing the four-step training program for involving teacher participation in directing a classroom guidance activity follows:

STEP I: Observing:

Before teachers initiate any new guidance classroom activity, they should have an opportunity to observe the activity being conducted by an experienced presenter first. Workshop demonstrations conducted by the guidance counselor can be helpful in this regard. The use of films, video-tape presentations, simulated exercises, and role plays are other suitable means by which to demonstrate the activity. Following the demonstration, time should be taken to discuss what happened, why it may have happened that way, and react to personal feelings regarding the experience. A series of observation sessions may be necessary before the participants (teachers) feel comfortable in moving to Step II.

STEP II: Experiencing

Experiencing is the second step of participation. After observing a particular activity, technique, or procedure, teachers should experience the learning situation much in the same way that their children will when they participate. Experiencing may take place in formal training sessions or informally in small group activity sessions. During experiencing sessions, participants become familiar with the new activity, have opportunities to practice participation in the activity, develop a degree of comfort and familiarity with the activity, and learn how to conduct the activity by observing others leading the experience.

STEP III: Teaming

As teachers become familiar with the activity (technique or procedure), its purpose, and how to conduct it, they are ready to participate in a teaming experience with the guidance counselor. The purpose of teaming is to teach the participants under non-threatening, controlled conditions, how to direct the activity. Each teaming experience should probably not exceed thirty minutes in length and be followed as soon as possible with a review of the experience. The review is designed to encourage participants to talk about the experience, to examine their progress in achieving the intent of the activity, to set new directions for subsequent teaming experiences, and to provide the guidance counselor with an opportunity to continue

support and bolster confidence. The review, in addition to the benefits mentioned, serves to demonstrate the importance of taking time to look back in providing direction and support in moving forward. Teaming continues until both the guidance counselor and teacher feel that the teacher is ready to solo. The guidance counselor must pay particular attention in not letting the helping relationship continue beyond the point of establishing the teacher's independence in directing the experience. Teaming is designed to provide the teacher with enough understanding about the activity and confidence in self to eventually assume full responsibility for directing the new experience.

STEP IV: Soloing

Most people look forward to the time when they can solo, no matter what the experience. It is a time filled with anticipation, excitement, and perhaps some reservation. The guidance counselor works closely with the teacher even at the point of soloing. While the guidance counselor at this stage does not play a central role in conducting the activity, this person does provide support by being in the room and eliciting feedback when it is desired. The guidance counselor continues to provide support in whatever way possible until both parties agree that the assistance is no longer needed.

When teachers (parents, children, administrators, school board members) finally solo, they will understand the new activity, procedure or technique; they will be equipped to teach the new experience to

others; and in time, will learn to expand upon its use.

Conclusion

Guidance programs, which are educationally sound, communicating expertise and professional skills to the participants, will in turn foster strong guidance advocates who will come to share their expertise and skills with others. A learning environment will thus be created in which individuals can meet their needs and become capable of dealing more adequately with themselves and their environment.

CHAPTER VI

EVALUATION OF ELEMENTARY SCHOOL GUIDANCE PROGRAMS

If guidance programs are to develop and continue to grow in providing needed services to children, their families, and the school community, then regular and systematic evaluation is a must. Indeed, the future of guidance depends on it. Evaluation is required to support claims that guidance services are a needed integral part of the total educational process.

Evaluation Defined

If guidance services do make a difference, that difference can be supported with evidence. While there are many definitions specifying the meaning of evaluation, one of the more simply stated, yet comprehensive descriptions, is offered by Shertzer and Stone (1976): ". . . evaluation consists of making systematic judgments of the relative effectiveness with which goals are attained in relation to specific standards" (p. 434). The evaluation of a school guidance program thus involves, according to Gibson and Higgins (1966), ". . . identifying the program's goals, selecting and applying techniques that measure progress toward these goals, analyzing data collected for the evaluation, planning a future guidance program on the basis of findings, and planning improvements in evaluations to come" (p. 11).

The evaluation process, in addition to being systematic, must be comprehensive and ongoing as well. It must cover all bases, large and small; encompass the use of multiple evaluation techniques; provide a

diversity of data; and involve a series of long and short term evaluation studies ranging from the reporting of monthly time logs to quarterly surveys and annual statements on program successes, student needs, and necessary program improvements.

Uses of Evaluation Results

In addition to knowing what to evaluate, and how to accomplish the evaluation, it is equally important to identify some ways in which the results can be used.

1. Program effectiveness (guidance goals): Comprehensive, systematic, ongoing, evaluations provide for a constant check on program effectiveness. As guidance goals undergo continuous scrutiny, program modifications will be in tune with and responsive to those changes which are needed.
2. Program support (community/school): Evaluation results can be used to support the continuation of effective programs. The results can assist school personnel in communicating the worth of the guidance program to the school community. Furthermore, as parents and other community members learn more about elementary school guidance and its accomplishments, they will be eager to support the program with their money and time.
3. Management of resources (time, money, staff): Evaluation results can inspire more efficient use of time, money, and staff with regard to the management of these resources as they affect program effectiveness and efficiency. In the long run, school districts will profit from better services, increased staff productivity, and the reallocation of funds. The school costs (time, money, and staff) of maintaining a comprehensive evaluation program will fall far short of the benefits derived.
4. Positive reinforcement through constant feedback: Constant feedback (evaluation results) can be a source of positive reinforcement and comfort to children, teachers, and administrators alike as they embark on new courses of study; experiment with new ideas, techniques,

or procedures; or are the recipients of services rendered designed to modify learning climates, alter program outcomes, or modify behavior.

5. Program assistance (federal and/or state aid): An elementary school which maintains current evaluation and research data on its guidance program may find this data useful in applying for research grants and other forms of assistance. Funding of this sort would enable a school to expand its guidance program offerings, conduct research, and provide assistance and services to children that otherwise would not have been possible. Assistance of this type may never be realized by some districts because they do not recognize their needs nor do they have the necessary data to qualify for program funding.
6. Guidance information service: A major use of evaluation data is conducted through the guidance information service. Parents, teachers, and administrators gain from their understanding of children and are assisted because of those understandings in providing meaningful, relevant, and purposeful learning experiences for them.

Steps in the Evaluation Process

Whatever approaches to evaluation are utilized, the steps in the evaluation process are similar.

1. The first step is to identify and state program, service, and activity goals in observable, behavioral terminology. They should be stated as end results reflecting the outcomes or products desired. Evaluation thus begins with a clear understanding of what is to be evaluated. In the case of evaluating elementary school guidance program objectives, knowing the characteristics of an effective program are mandatory. They (characteristics) represent both goals and standards

to be attained.

Dick May (1976), in his development of the Pennsylvania Elementary Guidance Instrument, utilized the "characteristics" concept in program evaluation (Appendix 1). He identified five essential program areas to be evaluated: (a) program base, (b) implementation of leadership, (c) elementary program services, (d) facilities and materials, and (e) budget and staff. Each area possessed a series of characteristics unique to elementary school guidance programming to be identified as being either present or not present in the program being evaluated. Program effectiveness was determined by comparing the program score with a pre-set standard of effectiveness to be found on the score sheet.

If our concern is evaluating the effectiveness of guidance activities to bring about desired changes in child behavior, we should be asking ourselves what specific behavior changes we are striving for and how we will know when we have succeeded in bringing about these changes. As in the preceding example, the goals to be evaluated would be stated as behavior outcomes or products sought.

2. A plan of action is mapped out which will hopefully guarantee attainment of program, service, and activity goals as described in step one. Activities, techniques, and procedures are specified and organized in a sequentially effective manner resulting in a process, that when applied, will foster change in the desired direction.

3. Evidence must be collected, organized, and evaluated to

determine results in the attainment of the stated goals. The time has come when guidance programs must be evaluated on the basis of what gets done rather than on plans made or what is to be done. The major question confronting the elementary guidance counselor after determining what to evaluate is how the evaluation should be accomplished. Norman Gronlund (1971) captures the essence of this concern in the following questions: "How do we select situations to show desired changes . . .? How do we choose the most appropriate evaluation methods? How do we construct, or select, specific evaluation techniques? How do we administer and score those techniques? How do we interpret and apply the results" (p. 10)? While these questions may be enough to inhibit or discourage many guidance counselors from getting involved in evaluation, Gilbert Wrenn (1962) states in response to that fear that: "More mistakes can be made by counselors who assume that they know but never attempt to find out than by counselors who conduct studies, but do so poorly" (p. 146). While Wrenn does not advocate that guidance counselors conduct poor studies, he strongly supports the notion that they become involved, learn from their mistakes, and not be held back in fear of those that might be made.

4. Evaluation results are taken into consideration in updating the guidance program. In addition to being alert to unattained goals; areas of limited service; and ineffective use of time, money, and staff, the guidance counselor should critically analyze those areas for which

goal attainment is apparent by asking the following question: "Are these program goals meaningful, realistic, and purposeful in light of children's needs today?" If periodic needs assessments are conducted, the answer to that question will become readily apparent. As guidance counselors make use of evaluation results in this manner, they will be engaged in thermostatic research. Gelatt (1971) states that "Thermostatic research means measuring what we accomplish by what we do, and changing what we do next as a result" (p. 7).

5. Reevaluate the evaluation process. The essence of thermostatic research is captured in this fifth and final step. Guidance counselors should strive to improve their research skills and make better use of the results obtained.

Approaches to Evaluation

Three basic approaches to guidance evaluation will be examined. Although they are discussed separately, they should not be thought of as three distinct units of study since in practice, they may be blended in providing a more comprehensive view of the guidance program.

The Survey

The survey approach is perhaps the most popular and widely used method of appraisal in the school. Shertzer and Stone (1976) describe the survey method in three steps: "... the survey method (a) selects predetermined criteria to inventory, (b) collects evidence of the

services being offered, and (c) makes judgments regarding the degree to which these services are provided in reference to the predetermined criteria" (p. 436). Essentially, the information obtained in the survey is in itself the answer to the research question posed.

Fox (1969) indicates that in doing educational research where the descriptive survey method is used, two criteria are essential prior to proceeding: (a) there is an absence of information concerning a problem of educational significance, and (b) the information is obtainable and accessible.

In answering the second question, Fox (1969) begins with a statement of the research problem, determines whether or not the problem is researchable by the survey method, identifies objectives of the survey, determines the feasibility of selecting and developing adequate instruments for data collection, identifies the population or sample to be surveyed, and makes a final evaluation of the success potential of the survey method in view of steps taken thus far. When it is determined that the study is possible, the research design is developed, the data is collected, it is analyzed, and a report is prepared in which the results are described, conclusions are drawn, and recommendations are made.

The survey approach attempts to describe the existence and measures the quality of certain observable program elements when applied to program standards. However, the subjectivity required by the rater and the lack of sophistication in instrument design often make it very

difficult to obtain an accurate, reliable assessment of program quality. Shertzer and Stone (1976) elaborate further on the limitations of survey approaches when they refer to the lack of experimental validation, difficulty in inferring causal relationships, and sampling errors that bias survey data.

Despite the drawbacks, survey approaches provide for a mass accumulation of data, provide for the investigation of a wide array of topics, and encourage the involvement of large numbers of participants in otherwise unmanageable populations. Much of what we know about elementary school guidance has been obtained through survey research. The same data has helped to shape the role, the services, functions, and program elements of elementary school guidance. Examples of survey instruments may be found in Appendix J.

The Experimental Approach

In the experimental approach, the researcher seeks to evaluate something new. Since the new situation does not exist, the researcher must create it in order to study it. The new situation, whatever it might be, is studied under controlled conditions. A particular group is selected to receive the experimental treatment (the experimental group) which is designed to produce a specific change in that group. A second group is selected (the control group) to match the first in order to insure that any significant behavioral changes that might occur in the experimental group are not due to chance, but are the direct result of the new treatment.

Experimental studies are concerned with product evaluation with the intent of the researcher to make judgments of difference by comparing multiple sets of data on the groups being studied. Shertzer and Stone (1976) indicate that experimental studies require the application of the scientific method. They outline five steps in this process: "(a) The determination of objectives and methods of obtaining these objectives; (b) the development of ways to measure the attainment of these objectives; (c) the selection of one or more groups for control and experimentation; (d) the process of carrying out necessary steps for the objectives; and (e) a measurement of the outcomes of experimentation" (p. 437).

The experimental method, as useful an approach as it is, is not without problems. The first concern of the researcher is being able to accurately identify all of the dependent variables (the criteria by which the independent variable is to be evaluated) and then to determine what is actually being measured as well as being able to recognize whether the predicted change occurred. Second, the researcher is faced with controlling the independent variable (the condition or element being evaluated). Only when the condition(s) or element(s) being evaluated are controlled, can the researcher claim that changes in the dependent variables were caused by the treatment in question. "Experiments, in other words, deal with cause and effect. In an ideally designed experiment, the researcher concludes with an understanding not only of what happened, but why it happened"

(Fox, 1969, p. 455). However, the reality factors in the social disciplines make it virtually impossible, in many cases to identify all the relevant factors associated with a study, much less eliminate those which could contaminate it. Under those conditions, when results are obtained, it is often difficult to claim a cause and effect relationship with regard to noted changes in the experimental group or to generalize those results beyond the immediate sample from which the data were drawn. A third major problem of concern to the researcher is with sampling. Identifying adequate research groups and matching them is a difficult chore since we often do not know what critical characteristics to control and may lack the ability to measure them. Additionally there is the concern of identifying a large enough population from which to draw an adequate sample. This can be especially difficult when dealing with a small homogeneous school population.

Despite these difficulties, elementary school guidance counselors are encouraged to make use of the experimental method. As noted by Heddeshimer (1976), the value of this approach far outweighs any of the procedural limitations as noted. School guidance counselors are continually involved in trying out ideas, exposing children to different learning experiences, and making use of behavior modification principles in assisting teachers in classroom management skill development. What better opportunities does the guidance counselor have than these to demonstrate the worth of elementary school guidance. The elementary school guidance counselor should conduct periodic experimental research for the purpose of assessing

the value of services rendered to children, teachers, parents, and the school. Cramer, Herr, Morris, and Frantz (1970) suggest many ways in which the experimental method can be utilized in assisting the guidance counselor in the study of many guidance related concerns. In addition to their many practical suggestions, they provide the necessary guidelines and outline the procedures to be implemented in conducting experimental research for evaluating guidance services.

The Case Study Approach

The third type of evaluation is the case study approach. In a case study, a researcher is intent on gathering, in a systematically organized manner, all possible and relevant information desired for individual analysis. The purpose of the analysis is to monitor any changes in behavior that might occur as a result of introducing a selected variable such as counseling into the person's life. Prior to introducing any variable, the researcher determines the purpose of the study and accumulates the necessary data to determine where the counselee is in relation to where this person wants to be. The process consists of data collection, organization, synthesis, and interpretation. As the counselee's needs become clarified, goals appropriate to those needs are tailored to suit the individual. Guidance and counseling intervention strategies are then designed and applied with the intent of moving the person toward the desired goal(s). During and following the intervention, additional data are collected and assessed in

measuring counselee progress. Any changes in behavior that do occur in a carefully monitored study may be attributable to the procedures employed.

The case study approach is unique in that the research unit is always one. This has certain advantages because it avoids the massing effect that accompanies other research methods and allows for both individual process and product evaluations. Many times processes and interactions like those occurring in some aspects of personality and social functioning can only be studied as they interact and operate within the individual. Therefore, as individual characteristics and various patterns of interaction are identified, we may come to better understand the sociopsychological characteristics of such groups as the school dropout and the juvenile delinquent. And with that knowledge, we may then be able to restructure environments and alter behavior patterns, thereby contributing to the reduction of counterproductive behavior.

As with the previous approaches, the case study is not without its limitations. Gibson and Higgins (1966) cite the following: "(a) it is time and effort consuming; (b) there may be a tendency to let haste make waste in data collecting, interpretation, and application; (c) a wealth of data may encourage over-interpretation or lead to obscuring of important clues; and (d) the case study may delay counseling (or other intervention strategy)" (p. 225).

The case study approach, even with its limitations, is a useful

tool. Guidance counselors, with their concern for individual needs and the development of children, will find innumerable ways in which the case study method can assist both themselves and the children with whom they work to stand in the present and "... look forward and backward within the space of a single life, attempting to understand the rhythm, the themes, and the cycle of that life" (Frey, 1973, pp. 35-43).

Different Types of Data

Reporting different types of data in any evaluation can help to provide variety, clarity, and depth in presenting the pictorial view of what is being evaluated. Shaw (1973) states that there are three types of data which are evident in various evaluation methods. They are described as (a) outcome data, (b) opinion data, and (c) enumerative data.

Outcome Data

Outcome Data are a measure of observable changes in behavior that occur under controlled conditions in response to a particular treatment which has been introduced for that purpose. The focus of attention is the reported change in group behavior which occurs in the target population between pre and post testing in an experimental evaluation and specified changes in individual behavior occurring in a case study.

Opinion Data

Opinion Data reflect the affective characteristics of individuals and reveal something about their opinions, feelings, interests, and values in response to any criteria for which personal judgments are sought. This data can be elicited through the use of opinionnaires, questionnaires, interviews, or related self report procedures (autobiography and essay).

Children, parents, teachers, administrators, and board members are all likely candidates to participate in a survey evaluation examining various aspects of the elementary school guidance program.

While opinion data are most often secured for descriptive purposes (making evaluations, sampling opinions and attitudes, securing supplemental information for better understanding of students), the data may be useful in validating information collected through other techniques. For example, the effectiveness of a particular program or behavioral intervention strategy, as determined via experimental evaluation or case analysis, respectively, could be validated by comparing those results with the respondent's opinions concerning the effectiveness of the study in question.

Enumerative Data

Enumerative Data is the third type of data. It results from the collection of factual information. Guidance counselors who analyze the use of their time by recording the number of parent visits,

counseling sessions, and teacher contacts that they have in a given period of time are collecting enumerative data. This data can be very useful in conjunction with the other two types of data. For instance, the guidance counselor who discovers through outcome data that certain program objectives have not been met might discover some potential reasons for the substandard results by examining enumerative data maintained on the program. Opinion data can also be used to validate enumerative data. This can be especially useful if people's opinions regarding aspects of program development are running contrary to outcome and enumerative data. Opinions and attitudes are often difficult to change, but if you have hard data to back up your contentions, it may prove to be very effective.

A Comprehensive Evaluation Program

For a comprehensive evaluation program to become a reality, many people must be involved in the process of collecting and supplying valued information. Parents, children, teachers, administrators, and school board members can participate in needs assessment evaluations, can provide needed opinion data on their impressions of the program's (elementary guidance) effectiveness, and can supply data evaluating the direct services which they have received through the program.

Teachers can conduct, with the guidance counselor's assistance, abbreviated experimental studies on some aspect of guidance in the classroom and can collect enumerative data on child behavior for use

in case studies, behavior management intervention, and grouping of children for purposes of socialization (sociometric testing).

The guidance counselor, with assistance from the guidance implementation committee, will want to develop an ongoing system of evaluation. Hollis and Hollis (1965) present a complete discussion, indicate stages, and recommend activities in operating an evaluation service. The guidance counselor in addition to guiding the evaluation committee, can participate directly in the evaluation process by maintaining a personal log of activities, the time spent on each, activity objectives, and activity outcomes. Records can be maintained on the number of monthly parent, teacher, and child contacts; the reasons for them; and the disposition of each. The guidance counselor will also want to engage in survey, case study, and experimental research. The data maintained on the program will assist the committee in examining program priorities as compared with program emphasis. It will provide the committee with some direction in formulating the budget, evaluating the worth and use of time spent on various aspects of the program, and can be of value in examining faculty talents and interests regarding various dimensions of the guidance program. A knowledge of this information can be utilized by giving teachers an opportunity to make use of their abilities, thus expanding the services available to children.

For evaluation to serve a worthwhile purpose, Heddesheimer (1976) indicates that the data obtained must be used to modify the existing program so that it will be more responsive to the needs of children.

In view of that position, she recommends several strategies which can be used to accomplish change in areas where it is desired. The essence of those recommendations follow.

When data are analyzed, a list of recommendations should follow. These recommendations should be geared to achieve the desired changes. They should be screened with regard to their feasibility and practicality and be assigned to people who have the resources and power to act on them. Evaluation results, recommendations, and implications for change should be published in an easily understood format and disseminated throughout the educational staff and to community members having an interest in the educational concerns of the institution. The building principal, school board members, and other key figures in the decision making process should be involved in all aspects of the elementary school guidance program management process. If desired change is to be accomplished, it must be accepted and promoted from the top down since these people have the power to supply needed funds, personnel, and sanction deviations in program priorities when they are deemed in the best interest of children and the school.

Finally, follow-up procedures are needed for the purpose of tracing any recommendations which are made from the time they leave the committee until they are implemented. If they are implemented, further evaluation is required to determine the degree to which program changes meet the objectives for which they were intended.

Yes, the evaluation process does require time, money, and training

to conduct research and evaluative studies. Also the use of crude measuring instruments and methods and the interpretation of incomplete and fragmentary data are often necessary. While evaluation may present some problems, these problems do not represent justifiable reasons for eliminating this valued practice. For those school districts and individuals who have neglected this aspect of program management, repeating an earlier quote by Wrenn (1962) may encourage some to overlook the problems associated with evaluation and take the plunge:

More mistakes can be made by counselors (school districts) who assume that they know but never attempt to find out than by counselors (school districts) who conduct studies, but do so poorly. (p. 146)

As school districts become involved and engage in thermostatic research, they will find themselves developing the necessary sophistication and skill to enhance their research and evaluative efforts.

CONCLUDING STATEMENT

While the focus of this monograph was on how to plan for, organize, and manage an elementary school guidance program, we should never lose sight of the central purpose toward which our efforts have been directed, that being to enhance and facilitate meaningful learning experiences for children, enabling them to meet their needs and to acquire those skills and understandings necessary to becoming competent and responsible people.

A paragraph taken from the report on the Future of Learning Forum (1970 White House Conference on Children) further exemplifies what many of us believe:

We would like him to be a man with a strong sense of himself and his own humanness, with awareness of his thoughts and feelings, with the capacity to feel and express love and joy and to recognize tragedy and feel grief. We would have him be a man who, with a strong and realistic sense of his own worth, is able to relate openly with others, to cooperate effectively with them toward common ends, and to view mankind as one while respecting diversity and difference. We would want him to be a being who, even while very young, somehow senses that he has the capacity for lifelong spiritual and intellectual growth. We would want him to cherish that vision of the man he is capable of becoming and to cherish the development of the same potential in others. (p. 78)

This dream and more can be realized if we take the time not only to look where we have been, but give even more consideration to where we are in relation to where we want to be. This can happen if guidance practices the process of objective setting, research, and review. It can happen if it develops the capacity to look within itself, recognizing

and sounding the alarm for change when it is needed, develops the strength to resist it when it is not, and has the sensitivity to address the unresolved issues which lay in the wake of change rather than leaving them to fester in the wake of despair. If we can do all of this, a sense of achievement will be ours in satisfaction that is mighty sweet to take knowing that we have reached a destination that at first we thought we would never make.

In the appendixes that follow, are a number of references and evaluation instruments that have been used by elementary school guidance counselors throughout the country in the planning, organization, and management of their own programs. While it is recognized that many of these materials will not be suitable to implement in their present form because of the differences that do exist in guidance programs, they may stimulate ideas which will serve to benefit your own school setting.

It is my sincere hope that this monograph and those who have contributed to it have in some small way assisted you in achieving your dream to help children become all they are capable of being.

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APPENDIX A

LEARNING ABOUT ELEMENTARY SCHOOL GUIDANCE

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APPENDIX B

INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE OF CURRENT SCHOOL PROGRAMS

Rating Scale*

EXTREMELY POOR means:

I believe students are not being taught the skills necessary to meet this goal. This goal is the school's responsibility but almost nothing is being done to meet this goal.

POOR means:

I believe programs designed to meet this goal are weak. I believe that much more effort must be made by the school to meet this goal.

FAIR BUT MORE NEED TO BE DONE means:

I believe present programs are acceptable, but I would like to see more importance attached to this goal by the school. I would rate the school's job in this area as only fair; more effort is needed as far as I am concerned.

LEAVE AS IS means:

I believe the school is doing a good job in meeting this goal. I am satisfied with the present programs which are designed to meet this goal.

TOO MUCH IS BEING DONE means:

I believe the school is already spending too much time in this area. I believe programs in this area are not the responsibility of the school.

*Taken from Rose, B. K. and others. Educational Goals and Objectives: Administrator's Manual. Bloomington, Indiana: Phi Delta Kappa, Inc., (no date given).

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APPENDIX D

THE UNIQUE ROLE OF THE ELEMENTARY SCHOOL COUNSELOR

This position paper describes the unique role of the elementary school counselor. It was originally authored by Jackie Lamb, Vice President for Elementary School Counseling, 1972-73, and Roger Deschenes, Vice President for Elementary School Counseling, 1973-74. This position paper has now been officially recognized and accepted by the American School Counselor Association Governing Board.

RATIONALE

Consistent with the philosophy of education, elementary school counseling concerns itself with the child in the developmental process of maximizing his potential. Living and functioning effectively depends on the interaction of an individual's self-concept and the complexity of influences and experiences which he accumulates. The elementary counselor works within the education framework and the child's total environment to enable the child to find his identity and to learn to make choices and decisions which lead to effective functioning as a worthwhile being.

Because each individual makes the choices and decisions which ultimately determine his behavior and his learning, particular attention and time needs to be given in the education program of the young child to provide training and opportunities to learn decision making skills. The elementary school counselor, because of his specialized training, provides service and leadership in this area as it is fully integrated into the total school experience.

Elementary guidance and counseling builds upon the belief that human beings must have continuous experiences of challenge, achievement, and success. The school creates situations in which pupils find themselves needed and wanted by others. It creates situations in which teachers can show each child that to his teacher and fellow pupils he matters, that he is accepted as he is. Elementary school developmental guidance and counseling is concerned with each child's perceptions of the present and how they relate to the present and future; therefore, the counselor has direct contact with all children at all levels in the elementary school. The teacher plays the primary role in working with children and the counselor must aid the teacher in making education more meaningful to each child with the implementation of an appropriate guidance and counseling program.

OBJECTIVES

As an elementary school guidance and counseling program is composed of more than just a professional counselor, it is imperative that our objectives represent all of the various populations. In so doing, we are then able to communicate more clearly our responsibilities and goals and how they relate to the total education and environment of the child.

I. For the individual child: (age-appropriate)

A. will be able to identify himself by description, likes, dislikes, interests, skills, etc.

B. will be able to define his role in his family, school

setting, neighborhood, community.

C. will have a positive feeling of himself and be able to verbalize his self-feelings in a straightforward, comfortable manner without fear of nonacceptance.

D. will be able to recognize his shortcomings and accept his limitations, then proceed to work toward improvement as he sets his goals.

E. will be acceptant of other people and be able to identify and work toward solving conflicts in relationships.

F. will feel good about learning and working and, when distress occurs, will use appropriate skills of problem solving and decision making to reach a level at which he can cope.

G. will have interest in the future and engage in some fantasizing of his possible role in it.

H. will have a realistic understanding of the interrelatedness of people and the world of things and services, and the part he and family and acquaintances play in it.

II. For teachers, administrators, and parents in the child's life:

A. will understand and accept the child's self-concept and work with him to determine for himself positive changes; then to provide guidance and support as he endeavors to make those changes.

B. will relate to the child as a worthwhile human being, so that the child can use acceptable and appropriate relationship behavior.

C. will provide teaching, experiences, and opportunities for learning decision making skills and grant him the dignity to live with and learn from his mistakes without criticism or ridicule, or without "taking over" the decision making.

D. will seek help for themselves when necessary in order to provide the most effective learning environment for the child.

III. For the counselor:

A. will be a congruent human being, comfortable in his personal and professional life to the extent that he can function for the best interests of those he serves.

B. will accept each person (child and adult) with whom he works, with all accompanying feelings and behaviors, and help the client via unique training and skills to define needs and concerns.

C. will provide the guidance and counseling appropriate and acceptable for the counselee to be able to fulfill his objectives (as stated above).

D. will be able to identify changes and objectives reached by the counselee and will be able to interpret them to others.

E. will serve as an advocate for children within the adult structure of the school and community.

IMPLEMENTATION

Counseling services will be planned and determined by the counseling staff in cooperation with the educational team whose focus is the learner as a person and as one who shares in the decision making process. Parental input will be solicited through meetings, conferences, and/or advisory groups. Plans will be based on known developmental needs and existing conditions will be flexible to accommodate unforeseen, emerging needs and changing conditions.

I. The elementary school counselor's primary functions:

A. Counseling individual students

1. The counselor at the elementary level seeks to facilitate the child's transition from home to school, the success of which may well determine the child's attitude toward himself and his chances for positive growth in the school setting.
2. With this in mind, the elementary counselor makes himself available for conferences in which the student is free to express his own attitudes about himself, his school experience, his interests, abilities, shortcomings, achievements, goals, etc. In this way and in an atmosphere

characterized by warmth and acceptance, the counselor attempts to foster the student's self-understanding and self-reliance.

B. Counseling groups of students

In small group sessions of four or five students, or in classroom groups, the elementary counselor offers the individual student an opportunity to gain greater self-understanding and confidence through interaction with his peers. Much of the time would be spent on the developmental aspects of growing up.

C. Consulting with teachers, other school staff members, and parents

The elementary counselors works to promote a cooperative effort between all persons involved in helping the child meet his individual needs. Toward this end the counselor also serves as a referral agent to resources beyond the school and family.

D. Professional evaluation

The counselor continuously evaluates his effectiveness within the counseling relationship and his effectiveness with regard to the program as a whole--his services as a consultant, coordinator, and referral agent. The evaluation will include all stakeholders in the program to answer questions of effectiveness; to find causes for areas of concern; to identify individuals and groups not presently being served; to provide data to make for systems change within the educational community.

II. Consultant in other areas

A. Curriculum development

B. Testing program

C. Grouping and placement

D. Pupil Evaluation

E. Screening: pre-school, learning disabilities, special classes

F. Pupil data collecting

G. Horizontal and vertical articulation of guidance program and pupil data

H. Informational and dissemination service

I. Impact of instructional program on the pupils.

J. Local school and community committees: drug education, family living, parent groups

K. Counselors may also offer inservice training to other members of the educational team.

L. The counselor will often serve on curriculum planning committees, bringing his knowledge of growth and development and learning theory.

M. Counselor also serves in important consultive and/or coordinator role in career education.

III. Interpreting the functions of the counselor to students, teachers, parents, and the general public: Unless these groups possess a clear understanding of the elementary counselor's functions and the undergirding rationale, his effectiveness will be seriously impeded. Thus, it is the responsibility of the elementary counselor to make an initial and continuing effort to promote these understandings.

Note. From "the Unique Role of the Elementary School Counselor" by J. Lamb and R. Deschenes, Elementary School Guidance and Counseling, 1974, 8, 3, 219-222.

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APPENDIX I

PENNSYLVANIA ELEMENTARY GUIDANCE EVALUATION INSTRUMENT

The Elementary Guidance Evaluation Instrument is divided into the following five areas: (1) program base, (b) implementation of leadership, (c) elementary program services, (d) facilities and materials, and (e) budget and staff. Each of these areas are rated on a yes, no, or no knowledge scale. The instrument was designed to evaluate an elementary program using an interviewer not employed by that particular school district. However, it can be used by counselors, parents, teachers, administrators, and school board members to provide information and feedback on accepted elementary program activities. (See Figure 1.)

The Elementary Guidance Evaluation Instrument creates a strong program base, provides an impetus for implementing and managing the program, and allows flexibility in guidance philosophy and program activities. Elementary counselors can use this instrument as a base for developing their own district's instrument that would be unique to their situation. In many cases, the teaching-learning feature of creating such an instrument is as important as the final product. The counselor must remember that the instrument will either directly or indirectly establish program standards, and as such it must be futuristically conceived.

Section one of the instrument on program base and section two on

implementation of leadership are important management procedures for any program, whether it is in industry or education. Adherence to these procedures will ensure program success. Section three on elementary program services could be revised by local school districts with a 10 percent substitution or change factor allowed, thus allowing for the unique local situations that inevitably occur as well as the differences in elementary guidance philosophies.

Figure 1
Elementary Guidance Evaluation Instrument

The following questions pertain to the elementary guidance program. Answer each question yes, no, or NK (no knowledge of answer).

Yes	No	NK	Question
Program Base			
—	—	—	1. The general philosophy of the elementary guidance program is written and available for distribution to parents, teachers, and administrators.
—	—	—	2. Individual objectives of the elementary program are written in specific terms.
—	—	—	3. Several activities are specified for each of the above objectives.
—	—	—	4. Specific evaluation methods have been identified for each of the program activities.
—	—	—	5. The elementary guidance program base has resulted from a guidance needs assessment conducted within the last three years. This assessment included parents, students, teachers, and administrators. Copies of the results are available for all interested parties.
—	—	—	6. Approximate cost per function has been included for each activity.
Implementation Leadership			
—	—	—	7. There is an elementary guidance advisory committee consisting of parents, teachers, and students that meets periodically to develop program ideas, delivery systems, and leadership techniques.
—	—	—	8. There is a written job description for each elementary counselor with specific duties and time allocations (based on 1500 hours a year). This form is created in concert with and signed by the counselor, the director of guidance, and the counselor's immediate supervisor.
—	—	—	9. Each elementary counselor is annually evaluated by both the director of guidance and the immediate supervisor.
—	—	—	10. A clear organizational chart indicating lines of responsibility for the elementary counselor is available for review.

Elementary Program Services

Indicate below whether or not the service is part of the elementary guidance program:

Consultation/collaboration. These services relate to the process of sharing information and ideas with another person, of combining knowledge into new patterns, and of making mutually agreed upon decisions about the next steps needed.

Figure 1 (continued)

Yes	No	NK	
—	—	—	11. Teacher-individual
—	—	—	12. Teacher-group
—	—	—	13. Parent-individual
—	—	—	14. Parent-group
—	—	—	15. Parent/teacher information dissemination
—	—	—	16. Administrative
—	—	—	17. Pupil personnel service team, nurse, social worker, psychologist
—	—	—	18. Referral services
—	—	—	19. Case conferences
—	—	—	20. Committee-curriculum
—	—	—	21. Committee-school district testing/student records
Counseling			
—	—	—	22. Student-individual
—	—	—	23. Student-group
—	—	—	24. Parent-individual
—	—	—	25. Parent-group
—	—	—	26. Teacher-individual
—	—	—	27. Teacher-group
Coordination			
—	—	—	28. Referral to outside agencies
—	—	—	29. Assessment (testing) program
—	—	—	30. Educational records
—	—	—	31. Inservice programs
—	—	—	32. Outservice programs (i.e., Optimist, Lions, and PTO)
—	—	—	33. Informational service

Yes No NK

- — — 34. Orientation activities
- — — 35. Career activity programs
- — — 36. Leisure activity programs (i.e., awareness of the world of leisure)
- — — 37. Teaching guidance classes

Facilities and Material

- — — 38. The elementary counselor has a warm and inviting office that is easily accessible and contains sufficient space to conduct both small group meetings and individual conferences.
- — — 39. This room is centrally located and contains the records and files required by the elementary counselor.
- — — 40. Both career and leisure awareness materials and guidance resources pertaining to the effective domain are available for use by teachers, parents, and students.
- — — 41. Bibliographies and certain resource books related to specific behavioral or learning problems are located in the elementary guidance room and are available for use by teachers, parents, and children.

Budget and Staff

- — — 42. The counselor is employed full time and all counselor duties are related to providing elementary guidance services.
- — — 43. The elementary counselor has received graduate education and has been certified by the state department of education.
- — — 44. The elementary counselor has completed an additional graduate course or inservice program within the last two years.
- — — 45. Each elementary counselor has responsibility for one building containing 600 to 700 students.
- — — 46. The elementary counselor has attended at least one professional guidance meeting within the year.

Yes No NK

- ___ ___ ___ 47. Secretarial assistance is provided each elementary counselor at the ratio of 3 to 1 (i.e., for each three elementary counselors, there is one secretary).
- ___ ___ ___ 48. The elementary counselor submits an annual program budget directly to the director of guidance for consideration by the school board.
- ___ ___ ___ 49. The guidance budget contains funds for attendance at inservice or professional conferences.
- ___ ___ ___ 50. Sufficient funds are included in the guidance budget for guidance materials and supplies.

Score

41-50, Yes--Acceptable elementary program.

30-40, Yes--Program needs improvement.

20 and Below, Yes--Cannot be classified as an elementary guidance program.

5-10, NK--Program needs much public relations work.

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APPENDIX J

EVALUATION INSTRUMENTS

ELEMENTARY GUIDANCE EVALUATION FOR ADMINISTRATORS

The items or statements listed below cover some areas in which the counselor may have made significant contributions to the pupils or to the general welfare of your school. Indicate the degree of help the program contributed to your pupils or school by placing a check in the appropriate column after each statement.

- Check: Column 1. if much help has been given
 Column 2. if some help has been given
 Column 3. if you feel that the counselor made no contribution in this area
 Column 4. if you do not know

ORGANIZATION AND ADMINISTRATION

1. The counselor has been of assistance in organizing, administering and developing the program of guidance services.

TEACHER INVOLVEMENT

2. The activities of the counselor have complemented and facilitated the work of the teacher.
3. The counselor has provided services which were beneficial to most teachers within the school.
4. The counselor has assisted the teachers in meeting the intellectual, personal and social needs of all children.

EMPHASIS - "THE CHILD"

5. The counselor has focused on and recognized good behavior as well as on problem situations and crises.
6. The counselor has provided services and activities of benefit to all students attending the school.

LEARNING ENVIRONMENT

7. The counselor has assisted in the development of wholesome student attitudes towards the teacher, school and self.

1	2	3	4

23. The counselor has been of assistance in improving work habits and study skills of pupils.
24. The counselor has been instrumental in establishing a better home-school and teacher-pupil rapport.
25. The counselor has assisted in the reduction of referrals made to the principal for disciplinary reasons.

1	2	3	4

This survey form appeared in the 1976 publication entitled The Counselor Chronicles, Florida Department of Education, Division of Public Schools, Student Services Section.

ELEMENTARY GUIDANCE EVALUATION FOR TEACHERS

Your response to the following questionnaire will help us to understand how people feel about the counseling and guidance services in your elementary school. Your responses to this will be completely confidential. We plan to use these to help us to continue and to improve the counseling and guidance services in the elementary schools. Put a circle around the answer most representative of your present feelings. Be sure to put a circle around one answer for each item.

There are five possible responses to each of the items:

	Not characteristic of my present feelings	Slightly characteristic of my present feelings	Moderately characteristic of my present feelings	Quite characteristic of my present feelings	Highly characteristic of my present feelings
1. Some change tends to occur after pupils have had reasonable contact with the counselor.					
2. The counselor is able to help children.					
3. The counselor was interested in how I felt about my pupils.					
4. The counselor was able to help me understand the pupils.					
5. Many times the counselor is unavailable when I really need to talk to him.					
6. Pupils seem to enjoy talking to the counselor.					
7. The counselor was able to help me with my class by the things he/she said and did.					
8. All children should have an opportunity to talk with a counselor.					
9. It is necessary to have a guidance program in the elementary school.					
10. I am now using more group guidance techniques as a result of my contact with an elementary school counselor.					
11. I wonder just what the counselor does.					

	Not characteristic of my present feelings	Slightly characteristic of my present feelings	Moderately characteristic of my present feelings	Quite characteristic of my present feelings	Highly characteristic of my present feelings
12. I am better able to help my pupils who have adjustment problems than is the counselor.					
13. Pupils' classwork tends to improve after counseling contacts.					
14. Pupils' behavior tends to improve as a result of counseling experiences.					
15. I am better able to use, understand, and interpret standardized tests.					
16. The counselor has helped me locate materials which I make use of in my classroom.					

This survey form appeared in the 1976 publication entitled The Counselor Chronicles, Florida Department of Education, Division of Public Schools, Student Services Section.

ELEMENTARY GUIDANCE EVALUATION FOR PARENTS

Student's Sex: _____ School: _____
Age: _____ Counselor: _____
Grade: _____

1. Are you aware that your child's school currently provides elementary guidance services? Yes No
2. Has the elementary counselor had contact with your child this year? Yes No Please Comment as to whether or not this contact was helpful. Parents' response: _____

3. Have you had any contact with the elementary counselor concerning your child? Yes No Please Comment regarding this contact. Was it helpful or beneficial? Parents' response: _____

4. How effective do you feel this program has been in helping your child meet his(her) needs and in achieving suitable goals? Please place a check mark on the scale which best indicates your judgment of effectiveness.

0	1	2	3	4	5	6	7	8	9	10
not effective						very effective				

5. Do you have any questions, comments, or suggestions regarding the elementary guidance program or counselor? Parents' Response: _____

6. Do you favor expansion or continuation of the elementary guidance program? Parents' Response: _____

7. In what ways have elementary guidance services or the counselor affected your child's progress or adjustment this year? Parents' Response: _____

Please return by: _____
to: _____

This survey form appeared in the 1976 publication entitled The Counselor Chronicles, Florida Department of Education, Division of Public Schools, Student Services Section.

ELEMENTARY GUIDANCE EVALUATION FOR STUDENTS

Here are some questions about your counselor. We would like you to help us understand what your counselor does. Please tell us what your answer is.

- | | | | |
|------------------------------|-----------------------------|-----------------------------------|--|
| ☐ Yes | ☐ No | ☐ Not Sure | 1. Do you know who your counselor is? |
| ☐ Yes | ☐ No | ☐ Not Sure | 2. Do you know what he does at school? |
| ☐ Yes | ☐ No | ☐ Not Sure | 3. Have you ever talked with him/her? |
| ☐ Yes | ☐ No | ☐ Not Sure | 4. Can you see your counselor when you want to? |
| ☐ Yes | ☐ No | ☐ Not Sure | 5. Does the teacher send you or your classmates to see the counselor? |
| ☐ Yes | ☐ No | ☐ Not Sure | 6. Do you talk with your counselor by yourself with no one else there? |
| ☐ Yes | ☐ No | ☐ Not Sure | 7. Do you and a few other people talk to the counselor at the same time? |
| ☐ Yes | ☐ No | ☐ Not Sure | 8. Does your counselor come to your class and talk to all of you? |
| ☐ Yes | ☐ No | ☐ Not Sure | 9. Sometime during this school year, has the counselor talked to you or your class about what to expect in school? |
| ☐ Yes | ☐ No | ☐ Not Sure | 10. Has your counselor talked with you about tests you have taken? |
| ☐ Yes | ☐ No | ☐ Not Sure | 11. Has your counselor talked with you about how well you like your studies? |
| ☐ Yes | ☐ No | ☐ Not Sure | 12. Does your counselor talk with pupils having trouble with their studies? |
| ☐ Yes | ☐ No | ☐ Not Sure | 13. Does your counselor talk with people who are worried or upset? |
| ☐ Yes | ☐ No | ☐ Not Sure | 14. If you get in trouble at school, do you have to go see your counselor? |
| ☐ Yes | ☐ No | ☐ Not Sure | 15. Has your counselor ever talked with your parents about you? |
| ☐ Yes | ☐ No | ☐ Not Sure | 16. Has your counselor talked with you about what you might want to do when you are old enough to have a job? |
| ☐ Yes | ☐ No | ☐ Not Sure | 17. In your class, has your counselor read stories to you or had you answer questions? |
| ☐ Yes | ☐ No | ☐ Not Sure | 18. Has your counselor played games or given you tests just by yourself? |
| ☐ Yes | ☐ No | ☐ Not Sure | 19. Has your counselor given tests to your whole class? |

- 5
- | | | | |
|------------------------------|-----------------------------|-----------------------------------|---|
| ☐ Yes | ☐ No | ☐ Not Sure | 20. Has your counselor sent some children to see someone else if he thinks this will help the person? |
| ☐ Yes | ☐ No | ☐ Not Sure | 21. Has your counselor talked to you about why people do what they do? |
| ☐ Yes | ☐ No | ☐ Not Sure | 22. Does your counselor keep secret the things he says he will? |
| ☐ Yes | ☐ No | ☐ Not Sure | 23. Do your counselor and teacher work together to try to help you? |
| ☐ Yes | ☐ No | ☐ Not Sure | 24. Does your counselor teach you when your teacher is absent? |

This survey form appeared in the 1976 publication entitled The Counselor Chronicles, Florida Department of Education, Division of Public Schools, Student Services Section.

Ohio University College of Education
Department of Guidance, Counseling and Student Personnel

ELEMENTARY SCHOOL GUIDANCE OPINIONNAIRE*

The writing that has been done in the field of elementary school guidance indicates that there is considerable confusion as to who should do what. The purpose of this questionnaire is to elicit your ideas about who should carry out certain guidance activities in the elementary school. It is recognized that a team approach is desirable and that the teacher, principal, and the specialists should work co-operatively to meet the objectives of the guidance program. However, it is also true that for any specific activity or function one person usually assumes primary responsibility in doing it even though he may have some assistance from others. For each item listed in this opinionnaire, would you please circle the letter indicating the option of your first choice on the separate answer sheet. The options are as follows:

- T--I believe this activity should be the classroom teacher's responsibility.
- C--I believe this activity should be the elementary counselor's responsibility.
- P--I believe this activity should be the building principal's responsibility.
- O--I believe this activity should be the responsibility of other special personnel not included in the first three options.
- N--I believe this activity should not be included in the program.

Since your answer may differ depending upon the grade level of the

child, you will be asked to make choices for different grade levels; one for the primary grades (1-3), and one for the intermediate grades (4-6).

Your answers will be treated as CONFIDENTIAL information.

Remember you are to make your choices in terms of who should assume the primary responsibility, not in terms of any existing program.

1. At the beginning of the year have an individual conference with each child new to the school.
2. Have an individual conference with each new child transferring into the school during the year.
3. Take pupils new to the school on a tour of the school plant.
4. In the spring prepare pupils for the next higher grade or school by group discussion and visits.
5. In the fall conduct class discussions on school purposes, rules, facilities, and staff members.
6. Arrange "get acquainted" activities for pupils.
7. Meet with parent groups to acquaint them with the various aspects of the school program.
8. Plan and coordinate the school orientation program.
9. Provide inservice education for staff regarding orientation services.
10. Conduct case studies of pupils presenting special learning or adjustment problems.
11. Administer sociometric inventories to get additional peer adjustment information.
12. Summarize and interpret the sociogram results and develop plans to facilitate peer adjustment.
13. Discuss the sociometric findings with the class in general terms without identifying any child.

14. Provide individual conferences for those children who wish to discuss the sociometric results and peer relationships.
15. Administer personal data blanks, autobiographies, or completion sentences as student appraisal devices.
16. Periodically make observations and write anecdotal records on pupils selected for study.
17. Conduct an inservice education program for the staff in the area of pupil appraisal.
18. Visit the home of pupils presenting special problems.
19. Make a visit to each child's home once during the year to better understand his total environment.
20. Involve pupils in self-appraisal activities so that they may better know their own strong and weak points.
21. Administer school ability tests (I.Q.).
22. Score school ability tests.
23. Discuss with the class the meaning of school ability test results.
24. Interpret to each individual pupil his school ability test results.
25. Discuss with groups of parents the meaning of school ability results.
26. Interpret to individual parents their child's school ability test results.
27. Administer achievement tests.
28. Score achievement tests.
29. Discuss with the class the meaning of achievement test results.
30. Interpret to each individual pupil his achievement test results.
31. Discuss with groups of parents the meaning of achievement test results.

32. Interpret to individual parents their child's achievement test results.
33. Analyzing the instructional implications of the ability and achievement test results.
34. Record the test results in the cumulative folder.
35. Use the group test results for diagnostic purposes (identifying pupils who are not working up to ability, ones who may need enrichment or special help, ones who cannot do grade level work).
36. Coordinate and plan the testing program of the school.
37. Conduct in-service education for staff regarding the standardized testing program.
38. Test new pupils transferring to the school without adequate ability and achievement test results.
39. Keep each pupil's cumulative record up to date.
40. Analyze cumulative record information to better understand the child.
41. Discuss with the class the purposes and contents of cumulative records.
42. Discuss individually with a child the contents of his cumulative record except that material which is confidential.
43. Discuss with parents their child's cumulative record except for confidential material.
44. Conduct in-service education for staff regarding the effective use of school records.
45. Evaluate instructional materials regarding the picture they give children concerning the world of work.
46. Find supplementary reading materials and films which will broaden children's perspective of the world of work.
47. Plan activities (discussions, field trips) to stimulate interest in the world of work.

48. Help children develop the attitude that all honest occupations are worthy of respect.
49. Develop and teach a unit on the world of work.
50. Teach children methods for effective studying.
51. Develop and teach a unit on how to study.
52. Obtain and show guidance films and discuss them with the class.
53. Discuss with class groups their future educational plans.
54. Discuss with class groups their future vocational plans.
55. Develop a self-appraisal unit which pupils could complete prior to talking about their future goals.
56. Provide individual conferences in which pupils might discuss their future goals and plans.
57. Identify and refer children to the school nurse.
58. Identify and refer children to the speech therapist.
59. Identify and refer children to the school psychologist.
60. Identify and refer children for psychiatric help.
61. Identify and refer children to community agencies.
62. Recommend children to be screened for special classes for the gifted or slow learners.
63. Screen children for special classes by individual testing (Stanford-Binet).
64. Discuss referral sources and procedures with the staff.
65. Help children who are not doing well to develop effective subject matter skills.
66. Provide remedial help for children who have fallen behind in reading or mathematics.
67. Have an individual conference with each child who is not achieving well in school.

68. Meet with small groups of children on a regular basis who present attendance, behavior, or learning problems.
69. Develop and teach units on social and emotional adjustment.
70. Schedule and conduct class sessions in which the children may express their feelings about matters concerning them.
71. Conduct group dynamics sessions so that children may better understand the way groups operate and their own role in groups.
72. Plan sessions to help the children to better understand and cope with their emotions.
73. Schedule individual conferences for all children in which they may discuss matters of concern or interest to them.
74. Develop a mental health unit in which children discuss or write about their fears, their angers, and their problems.
75. Conduct an inservice education program for staff members regarding mental health in the classroom.
76. Provide individual counseling on a continuing basis for those children presenting learning or adjustment difficulties.
77. Assist in parent-teacher conferences.
78. Do diagnostic work with children presenting problems.
79. Provide the teacher with suggestions for more effective teaching techniques.
80. Obtain guidance materials and films for the teacher.
81. Assist the teacher in the appraisal of pupils.
82. Provide counseling for teachers who have problems.
83. Help the teacher cope with children who present learning or adjustment problems.
84. Make recommendations for curriculum change.
85. Conduct group sessions in which staff members may discuss their concerns.

86. Conduct parent conferences to better acquaint them with the school and to develop a good home-school relationship.
87. Conduct parent conferences to discuss the academic programs and adjustment of the child in school.
88. Conduct parent conferences to discuss the child who is having academic difficulty.
89. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school.
90. Conduct parent conferences to discuss the home or family problems which is affecting the child's school adjustment.
91. Conduct parent conferences to discuss a child's needing help in terms of a special class or agency referral.
92. Provide counseling for parents who wish it if the family is affecting the child's school adjustment.
93. Meet with small groups of parents on a regular basis when they have children with similar problems and the parents wish help.
94. Provide leadership in evaluating guidance services.
95. Conduct research regarding guidance services.

ELEMENTARY GUIDANCE OPINIONNAIRE ANSWER SHEET*

Last Name	First Name	Title	School District
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For each item circle the letter indicating the option of your first choice, first for the primary level (1-3) and then for the intermediate level (4-6).

Your options are: T--classroom teacher O--other special personnel
 C--elementary counselor N--the activity should not
 P--principal be included

	Primary	Intermediate		Primary	Intermediate
1. TCPON		TCPON	25. TCPON		TCPON
2. TCPON		TCPON	26. TCPON		TCPON

*This is only the beginning of the answer sheet, but serves to illustrate its construction.

A MEASURE OF CLASSROOM TEACHER PARTICIPATION IN
THE GUIDANCE SERVICES OF THOSE SCHOOLS IN THE STATE
OF WASHINGTON THAT HAVE COUNSELORS

James A. Stewart

During recent years, nationally known authors in the field of guidance have been stressing the important role that the classroom teacher has to play in the guidance services offered in any school. This questionnaire, which has been prepared with the assistance of seventy-two of these nationally recognized experts, is designed to determine the degree of participation in actual practice. You are being requested to perform the most vital task in the entire survey, namely, that of completing the questionnaire.

You can be assured that all data will be held in strictest confidence, and that no response will be identified in either the summaries or the findings arising out of this study.

There are no "correct" responses to any of the questions. The size of school in which you teach, the type of school, the grade level, the subject or subjects, and the availability of consultants are but five factors which may partially determine your responses. These and other allied considerations have been recognized in the preparation of the questionnaire.

You are urgently requested to give candid responses. If you were to fail to do so, the results of the survey would be invalidated.

You are asked to follow the instructions listed below:

1. Complete the identifying form provided. Please answer every blank. Each has a definite reason for being included.
2. Place a check mark under any one of the five column headings that appear to the right of each question.

These headings mean:

NEVER-- You cannot recall ever having done this.
 RARELY-- You do not do this more than once a year.
 SELDOM-- You do not do this more than once a month.
 OFTEN-- You do this once or twice a month.
 FREQUENTLY--You do this more than twice a month.

YEARLY BASIS

0	NEVER
1	RARELY
2-10	SELDOM
11-20	OFTEN
Over 20	FREQUENTLY

Please do not omit any question because it would complicate the statistical analysis.

Thank You For Your Professional Cooperation.

	NEVER 0	RARELY 1	SELDOM 2-10 to 10	OFTEN 11-20 to 20	FREQUENTLY Over 20
YEARLY: Orienting Parents and Pupils to School Situation Do you ask the parents of the pupils whom you teach to complete questionnaires for you? Do you contact the parents of prospective pupils before their children actually enroll in your class? Do you take your class on conducted tours of the school?					

Do you visit the classes from which you anticipate pupils the next term?
Do you send introductory letters to the parents of your new pupils?
Do you provide special activities to assist newcomers to adjust to the school?
Do you spend part of the class period discussing future class topics?

Learning About Pupils

Do you have measures of the academic aptitude of each pupil whom you teach made available to you?
Do you have measures of the academic achievement of each pupil whom you teach made available to you?
Do you have a measure of the reading level of each pupil who you teach made available to you?
Do you conduct surveys of the problems and needs of the pupils whom you teach?
Do you attempt to discover the over-achievers and the under-achievers in your classes? Do you administer sociometric tests in your classes?
Do you administer pupil attitude scales in your classes?
Do you administer pupil study habit inventories in your classes?
Do you have pupils chart their educational growth?
Do you have pupils chart their physical growth?
Do you make systematic surveys of the cocurricular activities of your pupils?
Do you make systematic surveys of the out-of-school interests of your pupils?
Do you determine what unusual experiences or work experiences your pupils have had?
Do you ask that diagnostic tests be administered to pupils who are experiencing learning difficulties?
Do you have your pupils write autobiographical sketches?
Do you draw scattergrams of ability versus achievement for your classes?
Do you keep records of individual participation during discussions?
Do you notify the counselor when a pupil frequently fails to do his assignment?
Do you notify the counselor when there are sudden unexplained behavior changes in a pupil?

Providing Occupational, Educational, and Training Information to Students

Do you use audio-visual aids that have been especially prepared to portray the adjustment problems that pupils have in school?
Do you show films or film strips that deal with occupations?
Do you have activities that make use of the public library facilities in your community?
Do you encourage pupils to talk about their hobbies?
Do you participate in the staging of career days, college days, or comparable activities?
Do you supply pupils with literature relating to educational or occupational adjustment problems?
Do you examine the guidance literature that the librarian received?

Developing and Using Records

Do you refer to the cumulative records?
Do you place samples of pupil work in the cumulative file?
Do you write anecdotal reports for the cumulative file?
Do you request that certain pupils be tested or retested?
Do you suggest that case history studies be made of certain pupils?
Do you request that pupils who enter part way through the year be given achievement tests?

Counseling Individuals

Do you hold individual conferences with pupils?
Do you discuss the report cards with individual pupils?
Do you discuss test results with individual pupils?
Do you give special attention to pupils that are doing failing work?
Do you discuss personal problems with individual pupils?
Do you provide special instruction for pupils who have been absent?

Improving the Curriculum

Do you make curricular modifications to meet individual needs?
Do you make curricular modifications to meet local conditions?

Do you allow your pupils a voice in determining the curriculum?

Do you provide special learning activities for pupils of low academic aptitude?

Do you provide special learning activities for pupils of high academic aptitude?

Do you ascertain the interests of the pupils whom you teach?

Do you incorporate special motivational activities in your instructions?

Do you take your students on supervised tours of local centers of interest?

Do you take students on field trips or excursions?

Do you group pupils within your classes for instructional purposes?

Do you indicate the occupational importance of the subjects that you teach?

Do you request parental reaction to possible learning experiences?

Do you participate in the work of curriculum revision committees?

Assisting Teachers

Do you ascertain systematically the attitudes of other teachers that teach, or have taught, the same pupils that you teach?

Do you share teaching techniques and materials with other teachers?

Do you engage in conferences with other teachers that are held to consider pupils who are having difficulties?

Do you participate in faculty conferences held to discuss the adjustment problems of some one pupil?

Do you suggest additional educational programs in which pupils might participate?

Providing for Self-Professional Growth and Research

Do you read professional literature in the field of guidance?

Do you discuss professional matters with the school counselor?

Do you make planned visits to other schools in your district?

Do you requisition guidance literature for the library that is directly related to your instructional program?

Do you seek the advice of the counselor when you are confronted with a serious behavior or learning problem?
 Do you have conferences with the school nurse about pupils whom you teach?
 Do you have the counselor speak to your class?
 Do you attend meetings called to discuss school policies?
 Do you participate in committees that attempt to outline the objectives and philosophy that prevail in the school?
 Do you attend workshops or conferences in guidance or some related area?
 Do you sponsor cocurricular activities?
 Do you use any recognized statistical procedures to assist you in assigning letter grades?
 Do you determine such activities as the mean and percentiles for tests that you prepare and administer?
 Do you seek the cooperation of the counselor to help you to interpret the scores that your pupils make on test?
 Do you determine individual profiles from test results?

Cooperating with Home and Community

Do you participate in parent-teacher conferences?
 Do you attend Parent Teacher Association functions?
 Do you take an active part in the activities of youth organizations in your community?
 Do you invite parents to speak to your class or to participate in some other way in your instructional program?
 Do you visit children who are absent over extended periods?
 Do you write letters to parents concerning their children?

Providing for Pupil Participation

Do you make special efforts to secure the participation of shy pupils in classroom activities?
 Do you encourage pupils to participate in cocurricular activities?
 Do you provide opportunity for pupils to work in groups?
 Do you employ role playing or sociodrama in your classroom?
 Do you encourage your pupils to make impromptu speeches?
 Do you display the work of your pupils in the library, hall, or some other suitable place?

Do you arrange special activities to draw out the latent talents of the non-participants?
Do you have planned activities designed to stimulate new interests in your pupils?

Locating Resources and Making of Referrals

Do you recommend that certain pupils be examined by the school nurse or medical officer?
Do you prepare special assignments related to the known community resources that are available?
Do you provide your pupils with addresses from which they can secure free literature pertaining to their professed interests or needs?

COMMENTS:

Note: The "Elementary School Guidance Questionnaire" and "A Measurement of Classroom Teacher Participation in the Guidance Services of those Schools in the State of Washington that Have Counselors" were taken from Guidance for Children in Elementary Schools by G. H. Hill and E. B. Luckey, 1969, 571-580.

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